

Звёздный английский



АНГЛИЙСКИЙ ЯЗЫК

4 класс

УГЛУБЛЁННЫЙ УРОВЕНЬ

**Методическое пособие
к предметной линии
«Звёздный английский»**



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В двух частях

Часть 2

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Авторы: К. М. Баранова, Д. Дули, В. В. Копылова, Р. П. Мильруд, В. Эванс
Authors: Virginia Evans, Jenny Dooley, Ksenia Baranova, Victoria Kopylova, Radislav Millrood

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Баранова Ксения Михайловна
Дули Дженни
Копылова Виктория Викторовна
Мильруд Радислав Петрович
Эванс Вирджиния

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Starlight

4

Teacher's Book

Part 2

| | | |
|---|---------------------------|--------|
| Module 5 | The Country Code | p. 4 |
| Module 6 | Yumville | p. 18 |
| Starlight CLUB 4 | | p. 32 |
| Module 7 | Knights and Castles | p. 38 |
| Module 8 | Willow's Story | p. 52 |
| Starlight CLUB 5 | | p. 66 |
| Module 9 | The Fairy Garden | p. 72 |
| Module 10 | Port Fairy | p. 86 |
| Starlight CLUB 6 | | p. 100 |
| Valentine's Day/Peter and Fevronia Day | | p. 106 |
| Instruments for Evaluation | | p. 108 |
| Answers Section | | p. 116 |
| Templates | | p. 118 |
| Workbook (Key & Instructions) | | p. 120 |
| My Pictionary/School Plays | | p. 135 |
| Тематическое планирование | | p. 144 |
| Примерная рабочая программа воспитания... | | p. 149 |
| Рабочая программа | | p. 169 |

Module 5 – The Country Code

Lesson 1

- **Aims:** to talk about The Country Code, to talk about illnesses/health problems, to give advice
- **Vocabulary:** countryside, put out a fire, drop litter, make a noise, grass, dentist, a stomachache, doctor, a headache, skin cream, a cold, a rash, cough syrup, aspirin, a toothache
- **Language focus**
Structures: imperative, should/shouldn't
Language in use: Look after the countryside! Don't drop litter! Don't make a noise! Put out your camp fires! Don't pick flowers! What's the matter? I've got a toothache. You should go to the dentist's.
- **Extra materials:** Progress Report Cards, flashcards (72-76), a bank note (FAIRY FILES), At the doctor's poster

BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module, and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 70)



FLASHCARDS (72-76)

Students' books closed. Put the flashcards on the board, one at a time, read and say the corresponding word(s). The students repeat, chorally and individually. Explain to the students that *The Country Code* is a set of instructions that we must follow in order to respect, protect and enjoy the countryside. Use L1 if necessary.

Students' books open. Play the recording. The students listen to the phrases and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Match.

(An activity to revise the use of the imperative.)

Students' books closed. Revise the use of the imperative. Say, then write on the board: *Put out your camp fires!* The students repeat after you. Then say and write: *Don't drop litter!* The students repeat after you. Tell the students that we use the imperative to tell someone what to do or not to do and explain that we use **don't** to form the negative imperative. Drill your students by writing prompts on the board and asking them to make sentences in the imperative.

e.g. Teacher: (writes on the board) *clean your room*
Student 1: *Clean your room!*
Teacher: (writes on the board) *eat in class*
Student 2: *Don't eat in class! etc*

Students' books open. Read the instructions and explain the task. Ask the students to match the first half of the sentences (1-5) to the second half (a-e) so as to form rules related to *The Country Code*. Allow them some time to complete the task and check their answers.

1 b 2 c 3 a 4 d 5 e

★ FAIRY FILES

Before going into class

A bank note.

Hold a bank note up and issue a challenge: *I bet no one can pick up this (5 euro) note! If anyone can pick it up, they can keep it!* Ask someone to step forward and accept your challenge. Give the following commands to a volunteer: *Stand up straight against the wall, make sure your heels are touching it.* Now place the (5 euro) note on the ground in front of the volunteer and say: *Lean over and pick up the money. DO NOT bend your knees or move your feet!* Have as many classmates try as possible – no one will be able to do it!

3 Listen, point and repeat. (TRACK 71)



POSTER

Students' books closed. Put the *At the doctor's* poster on the board. Point to the pictures (*dentist, doctor, a cold, a stomachache, a headache, a toothache, a rash, skin cream, cough syrup, aspirin*), one at a time, read and say the corresponding word(s). The students listen and repeat, chorally and individually. Point to the pictures in random order and ask individual students to say the words.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

4 Read and match the sentences to the pictures.

Read the instructions and explain the task. Go through the pictures and elicit the health problems. Allow the students time to complete the task. Check their answers.

2 c 3 e 4 a 5 b

★ Let's play!

Brainstorm for what we should do when we are ill and write the ideas on the board.

e.g. *We should go to the dentist's.*
We should take an aspirin/some cough syrup.
We shouldn't go out.
We should stay in bed. etc

Ask the students to tell you which health problem they associate with the above sentences. Explain the game. Read the exchanges and explain the meaning of *What's the matter?* The students work in pairs. One mimes a health problem and the other gives appropriate advice. Check round the class. Ask some pairs to report back to the class.

e.g. *Student 1: What's the matter?*
Student 2: (holding his/her head) I've got a headache.
Student 1: You should take an aspirin. etc

ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)

Mime a health problem. Individual students name the health problem.

e.g. *Teacher: (mimes having a toothache)*

Student 1: A toothache! etc

Note: For the next lesson, the students should know the new words.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 5 – The Country Code

Lesson 2 - Grammar Land

- **Aims:** to present and practise “must/mustn’t” and “have to”

Note: Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ Must/Mustn’t

Students’ books closed. Say and then write on the board: *You **must** put out the fire!* Underline the word in bold. The students repeat after you. Explain that we use **must** to say what we are obliged to do. Say, then write: *You **mustn’t** drop litter!* Underline the word in bold. The students repeat after you. Explain that **mustn’t** is the short form of **must not** and that we use it to say what we are not allowed to do.

Ask the students if they remember the rules of *The Country Code* (Lesson 1) and write the following prompts on the board: *look after the countryside, make a noise, drop litter, pick flowers, put out our camp fires.* Invite the students to tell you what they *must/mustn’t* do when they are in the countryside.

Students’ book open. Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 In the park! Look, match and say. Complete the sentences.

Students’ books open. Read the instructions and explain the task. Refer the students to the picture of the park and to sentences 1-5. Point to the signs (a-e) shown in the picture and read them out loud. Explain/Elicit any unknown words. Ask the students to match the sentences to the signs and say the rules.

2 a 3 c 4 d 5 b

Read the example and allow the students time to complete the task. Check their answers.

2 mustn’t 3 must 4 mustn’t 5 must

★ 2 Read and match.

Read the instructions and explain the task. Tell the students to match the rules to the place (*at home or at school*). Allow them time to complete the task, then check their answers.

At home: Help with the chores. Make your bed. Don’t eat in bed.

At school: Listen to your teacher. Don’t eat in class. Don’t drop litter in class. Don’t be late.

★ 3 Talk with your friend.

Read the instructions and the example, and explain the task. The students work in pairs. One reads the instructions and the other has to name the place. Then the students change partners and roles, and repeat the activity. Go around the classroom monitoring. Ask some pairs to report back to the class.

e.g. *Student 1: Listen to your teacher.*

Student 2: At school. etc

Extension

Ask students to work in pairs or in groups. They write down more rules connected with the places. Ask a pair/group to tell you their rules and write them on the board. Ask the other pairs/groups to tell you any other rules they have come up with.

PRESENTATION

★ Have to

Students' books closed. Say, then write on the board: *I **have to** work next Saturday.* Underline the words in bold. The students repeat after you. Explain that we use **have to** to talk about things that are necessary to do because it's the rule or we can't choose to do something else. Say, then write: *I **don't have to** go to bed early on Fridays.* Underline the words in bold. The students repeat after you. Explain that we use **don't have to** to say that it isn't necessary to do something. Ask the students to say what they **have to**/**don't have to** do. Elicit their answers.

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask a student to think of one of the rules in Exs 1 or 2 and mime it. The rest of the class tries to guess the rule. Whoever guesses correctly comes to the front and the game is repeated.

e.g. Student 1: (mimes riding a skateboard)

Student 2: We mustn't drop litter.

Student 1: No!

Student 3: We mustn't ride our skateboards in the park.

Student 1: Yes! etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

PRACTICE

4 ★ Complete the sentences. Use the correct form of *have to* or *don't have to*.

Read the instructions and explain the task. Allow the students time to read the sentences and complete the task. Check their answers.

- | | |
|-------------------|-----------------|
| 2 have to | 5 don't have to |
| 3 doesn't have to | 6 have to |
| 4 have to | |

5 ★ Complete the telephone conversation. Then take roles and act out. You can change the subjects.

Read the instructions and explain the task. Allow the students time to read the dialogue and complete it. Check their answers. Then the students, in pairs, act out the dialogue. Ask some pairs to report to the class.

- | | |
|----------------|----------------|
| 2 do | 5 don't |
| 3 Do I have to | 6 Do I have to |
| 4 Do I have to | 7 don't |

Module 5 – The Country Code

Lesson 3 - Grammar Land

- **Aims:** to present and practise “should/shouldn’t” and object pronouns
- **Extra materials:** *At the doctor’s* poster

Note: Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ Should/Shouldn’t

Students’ books closed. Put the *At the doctor’s* poster on the board. Point to the boy with the rash, say, then write: *He’s got a rash. He **should** put on some skin cream.* Underline **should**. The students repeat, chorally and individually. Point to the boy with the cold, say, then write: *He’s got a cold. He **shouldn’t** go outside.* Underline **shouldn’t**. The students repeat, chorally and individually. Tell the students that *shouldn’t* is the short form of *should not*. Explain the form and use of **should**. Explain that we use it to give advice.

Students’ books open. Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

★ 1 Give the correct advice.

Read the instructions and explain the task. Allow the students time to write the correct advice. Check their answers.

- 2 You should take an aspirin.
- 3 You should go to the dentist’s.
- 4 You should drink some tea.

★ 2 Listen to the doctor and write yes or no. (TRACK 72)

Read the instructions and explain the task. Refer the students to the title, the pictures and the prompts. Explain/Elicit any unknown words. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

- | | | |
|-------|-------|-------|
| 1 yes | 3 yes | 5 yes |
| 2 no | 4 yes | 6 no |

TAPESCRIPT

Doctor: Hello, children. I’m here today to talk to you about how to keep healthy, safe and fit! Now then, let’s talk about riding our bikes. What should we wear?

Child: A helmet.

Doctor: Yes, very good. We should always wear a helmet when we ride our bikes. Who watches TV every day?

Child: Me!

Doctor: I see. Well, we shouldn’t really watch too much TV. It’s not good for us. Now, I want to ask you another question. What should we do before we eat?

Child: Wash our hands!

Doctor: Exactly. We should always wash our hands before we eat. Now let me see – who goes to bed early every night?

Child: I do!

Doctor: Very good. We should go to bed early every night. Who likes playing outside?

Child: Me!

Doctor: Excellent! We should play outside as much as we can, and go for walks. But if it rains outside, be very careful. We shouldn’t run when it’s wet outside. It’s very dangerous! Now let’s talk about...

★ 3 Now look at the pictures again and tell the class.

Read the instructions and explain the task. Refer the students to the pictures in Ex. 2 and the example. Ask individual students to give advice based on Ex. 2.

(Suggested answers)

We shouldn’t watch too much TV.

We should wash our hands before we eat.

We should go to bed early every night.

We should play outside.

We shouldn’t run when it’s wet.

PRESENTATION

★ Object pronouns

Students' books closed. Say, then write: *I am (Ms Jones). Look at **me**!* The students repeat after you. Underline the words in bold. Say, then write: *That's **Sam**. Look at **him**! **He**'s a student.* The students repeat after you. Underline the words in bold. Follow the same procedure to present the rest of the personal object pronouns. Explain that they are used after verbs.

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

★ 4 Read and choose the right word.

Read the instructions and explain the task. Allow the students time to read the sentences and choose the correct word. Check their answers.

- | | |
|--------|-------|
| 2 He | 7 me |
| 3 us | 8 him |
| 4 she | 9 we |
| 5 They | 10 us |
| 6 them | |

★ 5 Look, read and complete.

Read the instructions and explain the task. Ask the students to read the sentences and complete them with the correct words. Check their answers.

- 2 him 3 should, them 4 should, her

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Divide the class into groups. A student from each group plays the role of the doctor from Ex. 2 and the rest are the children. Play the recording again for the students to keep notes. Then the students, in groups, do the roleplay.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 5 – The Country Code

Lesson 4

- **Aims:** to listen to and read a story about the characters going on a camping trip and visiting the doctor, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: I love the countryside! And don't forget the Country Code! We must put out the fire. Watch out! You should be careful! What's the matter? I've got a headache. You should all go to the doctor's. You should all stay indoors. Yes, doctor!
- **Extra materials:** none

2 Read the dialogue again and say who says the sentences.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and find which character said each sentence. Ask the rest of the class for verification.

2 Harry 3 Mona 4 Emma

Extension

Play the recording again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Say some sentences. The students say *True* or *False*.

e.g. Teacher: We shouldn't wear a helmet when we ride our bikes.

Class: False! etc

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 73)

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: Where are the children?

Student 1: In the countryside.

Teacher: What is Harry doing in picture 1?

Student 2: He's fishing.

Teacher: What's the matter with Harry in picture 8?

Student 3: He's got a rash. etc

Write on the board: *a rash, a stomachache, a cold, a toothache, a headache*. Explain to the students that they will listen to the dialogue and say which of the health problems are heard. Play the recording. The students listen, follow the dialogue and complete the task.

Answer: a rash, a headache, a cold

Read the question at the bottom of page 11. Ask the students to tell you if they remember *The Country Code* and ask them to say the rules (e.g. *Don't drop litter! etc*).

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: *And don't forget the...*

Class: *Country Code! etc*

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 5 – The Country Code

Lesson 5

- **Aims:** to talk about ways to stay healthy, to develop listening skills, to develop the students' reading and writing skills
- **Vocabulary:** vegetables, sweets, fit, strong, exercise, rich
- **Language focus**
Structures: consolidation
Language in use: Staying healthy's really cool. Keep your body strong and fit. You must, you must look after it!
- **Extra materials:** flashcards (77-82)

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 74)



FLASHCARDS (77-82)

Students' books closed. Put the flashcards on the board, one at a time, read and say the corresponding word(s). The students repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Listen and answer. Then sing along! (TRACK 75)

Read the instructions and explain the task. Refer the students to the pictures and ask them to tell you what they think the song will be about (*rules about staying healthy*). Read the question and explain to the students that they will listen to the song and answer the question. Play the song. The students listen and follow the lines.

Answer: We must eat fruit and vegetables every day, get lots of sleep and exercise.

Play the recording again. The students listen and sing along. Alternatively, encourage the students to join in with the following actions:

(Have the students march in line, like soldiers, moving in time to the music.)

Staying healthy's really cool,

So listen to my golden rule:

Fruit and veggies every day

Keep the doctor far away!

Keep your body strong and fit, (bend down, touch toes)

You must, you must look after it! (stretch up, arms in the air)

(Have the students march in line, like soldiers, moving in time to the music.)

Staying healthy's really cool,

So listen to another rule:

Lots of sleep and exercise

Makes you healthy, rich and wise!

READING & WRITING

(Activities to develop the students' reading and writing skills.)

3 Do you know how to keep healthy? Read and choose *a, b* or *c*.

Students' books open. Read the instructions and explain the task. Refer the students to the quiz and explain/ elicit any unknown words. Allow the students time to do the quiz. Go through the sentences 1-6 once more, and read out the right answers. Tell them that each correct answer is worth one point, and allow them time to do the calculations and find out their results.

- | | | |
|-----|-----|-----|
| 1 c | 3 c | 5 c |
| 2 a | 4 b | 6 a |

4 Portfolio: Write some tips on how to stay healthy.

Ask the students to write some tips on what we should eat/drink in order to stay healthy. (e.g. *We should drink a lot of water and eat vegetables every day.*) Allow the students time to write their texts and draw their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures at home as part of their homework.

(Students' own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Refer the students to the pictures in the *Did you know?* box and read the short texts. Ask students to name other fruit or vegetables rich in Vitamins A and C. Ask them to name any other interesting health facts they are familiar with.

Divide the students into two groups and assign a vitamin (A or C) to each group. Ask each group to do some research using the Internet and make a collage of fruit and vegetables rich in these vitamins. The groups present their collages to the class.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students, in groups, to write down a list of things to eat/drink/do in order to stay healthy.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 5 – The Country Code

Lesson 7 – Storyland

- **Aims:** to practice reading for pleasure
- **Vocabulary:** spin
- **Extra materials:** flashcard (83)

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p. 107 (*Starlight 4 Part 1*).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)

★ **Listen, point to the picture, and repeat. (TRACK 76)**



FLASHCARD (83)

Students' books closed. Put the flashcard up on the board. Point to the flashcard of *spin* and say the word. The students repeat after you.

Students' books open. Play the recording. The students listen, point and say the word.

TAPESCRIPT

spin

★ **Listen and read the story. (TRACK 77)**

Present the story. Say: *Danila must see the Stone Flower*. Ask individual students to repeat. Direct the students' attention to the picture. Play the recording for the students to listen and follow in their books. Play the recording again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then individual students read out the story. Point to the Mistress of Copper Mountain. Ask the students to complete your sentences.

e.g. *Teacher: Come with me to my...*
Class: Magic Garden. etc

Extension

Ask for a volunteer to be the narrator and two more volunteers to read the roles of Danila and the Mistress of Copper Mountain. Repeat with different students.

1 Read and complete the sentences. **Use *show, understand, leave* or *amazing*.**

Read the instructions and explain the activity. The students read the sentences and complete. Check their answers.

- | | |
|-----------|--------------|
| 1 leave | 3 show |
| 2 amazing | 4 understand |

2 Who says the following sentences? **Read the story again and answer** ***D* for Danila or *M* for the Mistress of** **Copper Mountain.**

Read the instructions and explain the activity. Allow the students time to read the story and complete the task. Check their answers.

- 1 D 2 M 3 M 4 M 5 D

3 Let's sing! (TRACK 78)

Ask the students to look at the picture. Point to the Stone Flower and say: *Its beauty makes my head spin*. The students repeat after you. Play the recording. The students listen and point to the flower. Play the recording again. The students sing along.

ENDING THE LESSON

Ask the students to draw their own magic gardens. What kinds of flowers grow there? What are they made of? Allow them enough time to complete their drawings and then present their magic gardens to the class.

Module 5 – The Country Code

Lesson 8 – Phonics

- **Aims:** consolidation

BEGINNING THE LESSON

Play the song from the previous lesson (Track 78). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the story and complete the list with the words in bold.

Students' books closed. Write the following on the board: /ʌ/, /ɒ/, /ɪ/, /æ/, /eə/, /u:/, /aɪ/, /ɔ:/, /eɪ/. Point to the first sound and say: /ʌ/ /rʌn/. The students repeat after you. Repeat the procedure and revise the remaining sounds.

Students' books open. Read the instructions and explain the task. Allow the students time to read the story and complete the task. Check their answers.

/ʌ/: come, gun, run, glove

/ɒ/: Jog, hopping, stop, box

/ɪ/: is, animals

/æ/: am, can, animals, bang

/eə/: there, hair, bear

/u/: who, room, move

/aɪ/: climb, right, by

/ɔ:/: for, all

/eɪ/: away

2 In groups, take the roles of the animals and act out the story.

Read the instructions and explain the activity. Have the students get in groups and assign an animal role to each student. The students act out the story. Go around the classroom monitoring and offering help when necessary. Ask individual groups to report to the class.

3 Make the story longer. Think of some more animals to go and live in the magic glove. Write your story.

Read the instructions and explain the activity. Ask the students to think of some more animals and make the story longer (e.g. *Then Tommy Tiger comes running along. "Can I join you?"*). Allow the students time to write their stories.

Alternatively, you can ask the students to write their stories as part of their homework.

(Students' own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language in the lesson.)

Ask the students to make a book cover to accompany their stories. Have them cut out pictures of the animals in their stories and design their covers.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: I've got a toothache.*

Student 1: You should go to the dentist's. etc

Note: It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Look, read and complete.

The students look at the pictures, read the sentences and complete them.

- | | |
|--------------|------------|
| 1 vegetables | 3 exercise |
| 2 strong | 4 sweets |

2 Read and choose the right word.

Explain the activity. The students read the sentences and choose the correct word.

- | | |
|-----------|-----------|
| 1 mustn't | 4 have to |
| 2 has to | 5 must |
| 3 mustn't | |

3 Give advice.

The students read the sentences and write the correct piece of advice.

(Suggested answers)

- 1 You shouldn't go outside.
- 2 You should take an aspirin.

4 Read and choose a or b.

Explain the activity. The students read the sentences and choose the correct word.

- | | | |
|-----|-----|-----|
| 1 a | 2 b | 3 a |
|-----|-----|-----|

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

Module 6 – Yumville

Lesson 1

- **Aims:** to talk about food and quantities
- **Vocabulary:** melon, mango, coconut, olive oil, grapes, lime, watermelon, strawberry, lemon, jar, plate, bottle, lemonade, cola, can, loaf, packet, flour, carton
- **Language focus**
Structures: How much/many, some, any
Language in use: How many lemons? How much bread? Can I have some orange juice, please? A can or a bottle? A can, please.
- **Extra materials:** *Progress Report Cards*, *Meal time* poster, a cup/glass, a sponge, some tissue paper, some strawberries (*FAIRY FILES*)

BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module, and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 79)



POSTER

Students' books closed. Put the *Meal time* poster on the board. Point to the items (*melon, mango, coconut, olive oil, grapes, lime, watermelon, strawberry, lemon*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Read and complete the song. Then sing along! (TRACK 80)

Read the instructions and explain the task. The students write the name of the items. Play the recording. The students listen and check their answers. Play the song again. The students listen and sing along.

- | | | |
|-----------|------------|-------------|
| 2 bread | 4 coconuts | 6 olive oil |
| 3 mangoes | 5 peas | 7 cheese |

3 Read and match the lists to the pictures.

Read the instructions and explain the task. Go through the lists and the pictures with the students. Allow them some time to complete the task. Check their answers.

- | | | |
|-----|-----|-----|
| 1 c | 2 b | 3 a |
|-----|-----|-----|

FAIRY FILES

Before going into class

You need a cup or glass that you can't see through, a small sponge, or some tissue paper packed tightly and some strawberries. For a better effect, cut the sponge so that it fits neatly in the bottom of the glass or cup. Prepare the cup by placing the sponge/packing some tissue paper tightly into the bottom of the cup. Then drop a few strawberries on top of the sponge and you're ready to go.

Water to strawberries.

Stand in front of the class, holding up the cup (*Don't let them look inside!*). Next, pour a small amount of water (about an inch) into the cup. The sponge/tissue paper will absorb the water and keep the sponge sticking to the sides of the cup. Blow into the cup, wave your hands over it, say 'Shazam' and tip out the strawberries!

If you are using a disposable plastic cup for the trick, just throw it away dramatically! Watch the look of surprise on everyone's face! Be sure to practise this before performing for an audience!

Note: If you wish, you can use anything else you like instead of strawberries, e.g. ice-cubes, paper clips, nuts, etc.

★ 4 Listen, point and repeat. (TRACK 81)



POSTER

Students' books closed. Use the *Meal time* poster. Point to the items (*jar, plate, bottle, lemonade, can, cola, carton, flour, packet, loaf*) one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

Extension

Drill pupils.

e.g. Teacher: *bottle of*
Class: *lemonade*

Ask the students to repeat the whole structure e.g. *bottle of lemonade*. Repeat the activity with *can of cola, jar of jam, carton of orange juice, loaf of bread*, etc.

★ Let's play!

Refer the students to the picture and read the example. Have a picture discussion as to what the students can see on the shelves (*a bottle of milk, a carton of milk, a packet of peas, a can of peas, bottles of cola/lemonade/orange juice, a can of cola/orange juice*). Explain the game. Student 1 is the shop assistant and Student 2 is the customer. Together they act out exchanges similar to the one in the example. Check around the classroom. Ask some pairs to report back to the class.

(Suggested answers)

Student 1: Can I have some peas, please?

Student 2: A packet or a can?

Student 1: A packet, please.

Student 3: Can I have some milk, please?

Student 4: A carton or a bottle?

Student 3: A bottle, please.

Student 5: Can I have some cola, please?

Student 6: A bottle or a can?

Student 5: A can, please.

Student 7: Can I have some orange juice, please?

Student 8: A bottle or a can?

Student 7: A bottle, please. etc

★ 5 Read and correct the mistakes.

Read the instructions and explain the task. Allow the students time to correct the mistakes. Check their answers.

- 2 a jar of jam
- 3 a bottle/can of cola
- 4 a packet of flour
- 5 a bottle/can of lemonade

ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)



POSTER

Put the *Meal time* poster on the board and write the corresponding words with some letters missing. Individual students come to the board, complete the words and check against the poster.

Note: For the next lesson, the students should know the new words, as well as the exchanges from *Let's play!*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 6 – Yumville

Lesson 2 – Grammar Land

- **Aims:** to present and practise *a lot of, much, many, a few, a little*
- **Extra materials:** Meal time poster

Note: Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ A lot of/Much/Many



POSTER

Students' books closed. Put up the *Meal time* poster on the board. Point to, then count on your fingers as you say: *One lime, two limes, three limes*. Explain to the students that the word *lime* is **countable** (*we can count limes*). Point to the olive oil and explain to the students that the word *olive oil* is **uncountable**. Write random food items on the board (*e.g. lemon, cheese, honey, ice cream, melon, orange juice, bread*) and elicit which are countable and which uncountable.

Draw simple sketches of 5 strawberries, point to them, ask and write: *Are there **many** strawberries?* Underline the word in bold. The students repeat after you. Answer: *Yes, there are **a lot of** strawberries.* Underline the words in bold. The students repeat after you. Erase four strawberries and ask the same question. Answer: *No, there aren't **many** strawberries.* Underline the word in bold. The students repeat after you. Elicit the use of **a lot of** in affirmative sentences with countable nouns and the use of **many** in interrogative and negative sentences with countable nouns. Follow the same procedure for **much** and **a lot of**.

Draw simple sketches of 5 coconuts, say, then write: ***How many** coconuts are there?* Answer: ***A lot!*** Underline the words in bold. The students repeat after you. Elicit the use of **How many** with countable nouns. Erase the sketches and leave one coconut. Ask the question again. Answer: ***Not many!*** Underline the words in bold. The students repeat after you. Draw a simple sketch of a bottle of olive oil and mark the level of oil it contains. Follow the same procedure to present ***How much...?/A lot!/Not much!*** for uncountable nouns.

Drill your students:

e.g. Teacher: *watermelons*
Student 1: *How many watermelons?*
Teacher: *honey*
Student 2: *How much honey? etc*

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Look at the picture and choose the right words.

Read the instructions and the example, and explain the task. Allow the students time to complete the task. Check their answers.

- | | | |
|------------|------------|------------|
| 1 a lot of | 3 many | 5 a lot of |
| 2 much | 4 a lot of | |

★ 2 Memory game!

Read the instructions and explain the game. Divide the class into two teams, A and B. Allow time for both teams to look at the picture in Ex. 1 before they close their books. The teams take turns talking about the food items in the picture. Each correct answer gets one point. The team with the most points wins.

e.g. Team A Student 1: *There isn't much orange juice!*

Teacher: *Correct! One point for Team A! etc*

★ 3 Talk with your friend.

Read the instructions and explain the task. Refer the students to the food items and ask them to identify them (*grapes, strawberries, lemons, cheese, meat*). Explain that **kg** stands for the word *kilogram (kilo)*. Read out the example and tell the students, in pairs, to act out similar dialogues based on the pictures.

e.g. Student 1: *Can I have some strawberries?*

Student 2: *How many?*

Student 1: *One kilo, please. etc*

PRESENTATION

★ A few/A little

Students' books closed. Say, then write on the board: *I've got **a few** grapes.* Underline the words in bold. The students repeat after you. Explain to the students that **a few** means 'not many' and is used with countable plural nouns. Then write: *There's **a little** milk in the fridge.* Underline the words in bold. The students repeat after you. Explain that **a little** is used with uncountable nouns and it means 'not much'.

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to choose and draw a fruit salad and write what's in it. Demonstrate this yourself first.

e.g. *Student 1: My Fruit Salad*

*There are a lot of strawberries,
coconuts and grapes.*

Note: For the next lesson, the students should know the exchanges in Ex. 3.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

PRACTICE

★ 4 What can you see in the pictures? Look and answer.

Read the instructions and explain the task. Go through the pictures and elicit the names of the items. Allow the students time to complete the task. Check their answers.

- | | |
|-------------------------|-------------------|
| 2 a little bread | 5 a little cheese |
| 3 a little orange juice | 6 a few grapes |
| 4 a few lemons | |

★ 5 Make sentences. Use *a few* or *a little* instead of *some*.

Read the example and explain the task. The students rewrite the sentences using *a few* or *a little* instead of *some*.

- 2 Would you like a little tea?
- 3 Let's make a few sandwiches.
- 4 Would you like a little sugar in your tea?
- 5 Can I take a few limes?
- 6 Can you buy me a little honey?
- 7 Let's make a few biscuits!
- 8 May I have a little juice?

★ 6 Are the sentences correct? Put a tick (✓). Are they incorrect? Correct the mistakes.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- | | | |
|--------|-----|--------|
| 3 is | 5 ✓ | 7 many |
| 4 many | 6 ✓ | 8 ✓ |

Module 6 – Yumville

Lesson 3 – Grammar Land

- **Aims:** to present and practise *some, any, no* and their derivatives

Note: Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ **Some/Any/No – Somebody/ Something**

Students' books closed. Say, then write on the board: *There is **some** bread.* Underline the word in bold. The students repeat after you. Explain that we use **some** in the affirmative for both countable and uncountable nouns. Say and write on the board: ***Are there any** eggs?* Answer: *No, there aren't **any** eggs.* Underline the words in bold. The students repeat after you. Explain that we use **any** in the negative and interrogative for both countable and uncountable nouns. Say, then write on the board: *There is **no** cola.* Underline the word in bold. The students repeat after you. Explain that we use **no** in affirmative sentences for both countable and uncountable nouns. Repeat the activity to explain the use of **somebody/something, anybody/anything** and **nobody/nothing**.

Write, then say: *There **is** a mango. There are 2, 3... mangoes. There **is some** flour. There **are** 2, 3... **packets** of flour.* Underline the words in bold. The students repeat after you. Elicit that we use **a/an** with countable nouns and **some** with uncountable nouns.

Drill your students:

e.g. Drill 1 Teacher: mango
Student 1: a mango
Teacher: flour
Student 2: some flour etc

Revise the use of certain nouns with uncountable items to express quantity and write these nouns on the board (**jar, carton, loaf, bottle, can, packet**).

e.g. Drill 2 Teacher: bread
Student 3: a loaf of bread, etc

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the Student's Book for a more detailed explanation of the grammar.

PRACTICE

★ **1 Complete the sentences. Use *some, any or no*.**

Read the instructions and explain the task. Allow the students time to complete the sentences. Check the students' answers.

- | | | |
|-------|--------|------|
| 2 any | 4 some | 6 no |
| 3 no | 5 any | |

★ **2 What is there on the table? Look and make sentences. Use the words below.**

Read the instructions and explain the task. Allow the students time to complete the task as in the example. Check their answers.

- 3 There are some eggs.
- 4 There is some lemonade.
- 5 There aren't any apples./There are no apples.
- 6 There is some butter.
- 7 There are some bananas.
- 8 There aren't any carrots./There are no carrots.

★ **3 Read and choose the right words. Then take roles and act out.**

Read the instructions and explain the task. The students read the dialogue and choose the correct word to complete each sentence. Check their answers. Then, in pairs, the students act out the dialogues. Ask some pairs to act out the dialogues in front of the class.

- 1 A: somebody
B: anybody
- 2 A: anything
B: nothing
- 3 A: anything
- 4 A: anybody
- 5 A: anything

PRESENTATION

★ Possessive pronouns

Students' books closed. Say, then write on the board: *This book is **mine**.* Underline the word in bold. Explain that the underlined word is a *possessive pronoun*. Tell the students that possessive pronouns are used in place of nouns. Follow the same procedure and present the rest of the possessive pronouns.

Drill you students.

e.g. Teacher: *This is his book. This book is ...*
 Class: *his.*
 Teacher: *These are your pencils. These pencils are ...*
 Class: *yours.*
 Teacher: *This is our car. This car is ...*
 Class: *ours. etc*

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 4 Complete the sentences. Use possessive pronouns.

Read the instructions and explain the task. Allow the students time to write the possessive pronouns. Check their answers.

- | | | | |
|--------|---------|----------|-------|
| 2 mine | 4 hers | 6 ours | 8 his |
| 3 hers | 5 yours | 7 theirs | |

★ 5 Replace the underlined words with a possessive pronoun.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- 1 B: mine, hers, Mine
- 2 B: ours
A: Yours
- 3 A: theirs
B: theirs, Theirs
- 4 B: hers, mine, Hers

★ Let's play!

Read the example and explain the game to the students. Point to different objects and ask individual students to tell you who they belong to.

(Suggested answers)

Teacher: (pointing to your bag) Whose bag is this?
 Student 1: It's yours.
 Teacher: (pointing to Student's 2 book) Whose book is this?
 Student 2: It's mine. etc

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Tell the students to draw a fridge/cupboard with food/ drink items in it and present it to the class.

e.g. Student 1: *In my fridge there are five cans of cola, a carton of milk, some strawberries and three bottles of orange juice. etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 6 – Yumville

Lesson 4

- **Aims:** to listen to and read a story about the characters picking fruit and vegetables and having a meal with the elves, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: The elves need our help. It's harvest time in Yumville. How many trees are there? A lot! Time to eat! There's so much food! There aren't any glasses either. Here are some presents! Come again next year.
- **Extra materials:** none

2 Read the dialogue again and choose *a* or *b*.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and choose which character said each sentence. Ask the rest of the class for verification.

1 a 2 b 3 a

Extension

Play the recording again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Write some prompts on the board and ask individual students to make sentences using some or any. Repeat with as many students as you think necessary.

e.g. Teacher: (writes on the board) lemonade ✓

Student 1: There is some lemonade.

Teacher: (writes on the board) carrots ✗

Student 2: There aren't any carrots. etc

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 82)

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: Where are the children?

Student 1: In Yumville.

Teacher: Where is Alvin in picture 5?

Student 2: (He's) in a tree.

Teacher: What are the characters doing in picture 10?

Student 3: They're eating/drinking. etc

Write on the board: Some j _ _ _ of jam and some c _ _ _ _ _ of juice. Explain to the students that they will listen to the dialogue and complete the sentence. Play the recording. The students listen, follow the dialogue and complete the task.

Answer: Some **jars** of jam and some **cartons** of juice.

Read the question at the bottom of page 27. Ask the students to tell you if there is harvest time in their city or town and have a discussion, in L1 if necessary, on what they know about it (e.g. *when it takes place, what is harvested, etc*).

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: *Let's pick...*

Class: *the coconuts! etc*

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 6 – Yumville

Lesson 5

- **Aims:** to talk about food and location, to develop listening skills, to develop the students' reading and writing skills
- **Target vocabulary:** pizza, beans, salad, green pepper, pasta, salt and pepper, onion
- **Language focus**
Structures: prepositions of place
Language in use: Where is Mr Onion in your picture? He's in the cupboard. What have the elves got up on the shelves?
- **Extra materials:** Meal time poster

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 83)



POSTER

Students' books closed. Put the Meal time poster on the board. Point to the items (*pizza, beans, salad, green pepper, pasta, salt and pepper, onion*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Where are they? Choose then talk with your friend.

Students' books closed. Revise the prepositions of place (**on, in, under, behind, in front of**). Draw simple sketches of a table with an apple on it, point to the apple, ask and write on the board: **Where is the apple?** Elicit/Answer: It's **on** the table. Underline the words in bold. The students repeat after you. Draw two oranges under the table, point to them, ask and write on the board: **Where are the oranges?** Elicit/Answer:

They're **under** the table. Underline the words in bold. The students repeat after you. Repeat the same procedure with different sketches to present **in, behind** and **in front of**.

Students' books open. Read the instructions and explain the activity. Explain the use of **Mr** when we refer to men. Refer the students to the pictures and ask a pair of students to read out the example. Ask the students to put the five food items presented next to the picture (using the letters shown) wherever they want in the circles in their picture. Then, in pairs, they ask and answer questions in order to find out where their partner has placed the food items.

e.g. Student 1: Where's Mr Pepper in your picture?

Student 2: He's on the table. etc

As an extension, the pairs can report back to the class.

e.g. Student 1: In my picture, Mr Pepper is under the table. In John's picture Mr Pepper is behind the chair. etc

3 Sing along! (TRACK 84)

Read the instructions and explain the task. Play the recording. The students listen to the song and sing along.

4 Read and complete the shopping list. (TRACK 85)

Read the instructions and explain the task. Ask the students to look at the note and the shopping list. Ask the students to read the text and complete the rest of Paul's shopping list. Play the recording. The students listen and check their answers.

Shopping list: green peppers, carrots, chicken, olive oil

5 Portfolio: What have you got in your fridge? What do you need? Write a note to a person in your family.

Ask the students to look at the note and read the text. Ask the students to write a note to their mum about what food/drink items they want her to buy. Tell them to use the text in Ex. 4 as a model. Draw their attention to the format of the note. (e.g. *Mum, We've got some beans, but we haven't got any peas or onions. Can you get some? Thanks, Jimmy*) Allow the students time to write their notes.

Alternatively, you can ask the students to do it at home as part of their homework.

(Students' own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Refer the students to the *Did you know?* box and read the texts. Ask the students if they knew any of these facts or if they have their own to share with the class. Then ask them to use the Internet and find one more interesting fact that relates to food and present it to the class.

Read out the joke. Ask the students to tell you if they liked it and if they know any other food jokes.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Brainstorm for food/drink items. Explain the game. The students get into two teams, A and B. One student from Team A comes to the board and writes a food item, e.g. *butter*. A student from team B comes to the board and writes a food item using one of the letters in team A's word, e.g. *rice*. Each correct word gets one point. The team with the most points wins.

e.g. B U T T E R
I
C
E

WORKBOOK (Optional)

Assign the corresponding exercises of the *Workbook* as written H/W. If this is the case, make sure you do it first orally in class.

Module 6 – Yumville

Lesson 7 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** celebration, break, cry
- **Extra materials:** flashcards (84-86)

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p. 17 (Track 78).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)

★ **Listen, point to the pictures, and say the words. (TRACK 86)**



FLASHCARDS (84-86)

Student's books closed. Put the flashcards up on the board. Point to the flashcard of *celebration* and say the word. The students repeat after you. Repeat for the remaining flashcards.

Student's books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

celebration, break, cry

★ **Listen and read the story. (TRACK 87)**

Put the flashcards on the board in the following order (*celebration, break, cry*) and present the story. Say: *Danila is happy and he is enjoying the celebration.* Ask individual students to repeat. Direct the students' attention to the picture. Play the recording for the students to listen and follow in their books. Play the recording again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then individual students read out the story.

Extension

Ask for a volunteer to be the narrator and one more volunteer to read the role of Katya. Repeat with different students.

1 Complete the sentences. Use: *come, forest, party, sad or vase.*

Read the instructions and explain the activity. The students read the sentences and complete the task. Check their answers.

- | | | |
|---------|----------|--------|
| 1 party | 3 vase | 5 come |
| 2 sad | 4 forest | |

2 Read the story again and choose the right word.

Read the instructions and explain the activity. Allow the students time to read the story and complete the task. Check their answers.

- | | |
|---------------|---------------------|
| 1 evening | 4 breaks, runs away |
| 2 village | 5 waiting |
| 3 celebration | |

3 Let's sing! (TRACK 88)

Ask the students to look at the picture. Point to Katya and say: *Wipe your eyes don't you cry.* The students repeat after you. Play the recording. The students listen and point to the Katya. Play the recording again. The students sing along.

ENDING THE LESSON

Plan a celebration for your classmates. Think of what kind of food you are going to serve. Make a drawing of the food items and present them to the class.

Lesson 8 – Phonics

- **Aims:** consolidation

BEGINNING THE LESSON

Play the song from the previous lesson (Track 88). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read and complete the story.

Students' books closed. Write the following on the board: /əʊ/ /ɑ:/ /e/ /ɒ/ /u:/ /i:/ /ɔ:/ /ʌ/ /ʊ/. Point to the first sound and say: /əʊ/ *goes*. Write the word below it. The students repeat after you. Repeat the procedure and revise the remaining sounds.

Students' books open. Read the instructions and explain the task. Allow the students time to read the story and complete the task. Check their answers.

- | | | |
|----------|----------|-----------|
| 2 garden | 7 roots | 12 melons |
| 3 plant | 8 eat | 13 want |
| 4 ready | 9 more | 14 some |
| 5 tops | 10 comes | 15 puts |
| 6 When | 11 use | 16 speak |

2 What's the moral of the story? Tell the class.

Read the instructions and explain the activity. Explain what a moral is (*the main point of a story*) and ask the students to say what the moral of this story is. (*Be careful who you trust.*) Elicit their answers.

3 Write your own version of *The Fox and the Bear* story. Use any food items you like.

Read the instructions and explain the activity. Ask the students to write their own version of the story using any food items they like. (e.g. "Can I use your garden, dear Betty? I want to plant some strawberries.") Allow the students time to write their stories.

Alternatively, you can ask the students to write their stories as part of their homework.

(Students' own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

(An activity to consolidate the language in the lesson.)

Tell the students that they are going to plant their own garden. Have them draw a picture of their garden and say which fruit and vegetables they would plant.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: Can I have some limes?*

Student 1: How many?

Teacher: Two, please. etc

Note: It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Look and complete.

Ask the students to look at the pictures and elicit the names. Allow the students time to unscramble the letters and write the words.

- | | |
|-----------|-------------|
| 1 mango | 4 olive oil |
| 2 coconut | 5 beans |
| 3 grapes | |

2 Read and choose.

The students read the sentences and choose the correct one.

- 1 b 2 b 3 a 4 a

3 Read and fill in.

Explain the activity. The students read the sentences and complete the dialogue.

- 1 How many
- 2 cola
- 3 A can or a bottle

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

Our World/My World

- **Aims:** to talk about popular/favourite dishes
- **Vocabulary:** paella, seafood, pan, wooden spoon, delicious, couscous
- **Extra materials:** world map

BEGINNING THE LESSON

Ask the students what the most popular dishes in their country are and if they can name some of their ingredients.

PRESENTATION & PRACTICE

★ 1 Read and complete the sentences.

Read the instructions and explain the task. Use the world map and ask a student to come and show you where *England*, *Spain* and *Morocco* are. Ask the students if they have ever been to/have heard of any of these countries and ask them about the food there. Refer the students to the pictures and the texts and explain to them that they are going to read about some popular dishes in these countries. Allow them time to read the texts and complete the sentences. Explain/Elicit any unknown words. Check their answers.

- 1 weekend 2 seafood 3 olive oil

2 Complete the sentence in any way you like. Then read the texts and check your answers.

Read the instructions and explain the task. The students read the sentence and complete. Then ask them to read the texts and check their answers.

(Students' own answers)

3 Read the texts again and answer the questions.

Ask the students to read the texts again and answer the questions. Check their answers.

- 1** brown bread
- 2** blini (pancakes), sausages and fried eggs
- 3** cabbage, meat, carrots, onions and green pepper

4 Portfolio: Write about your favourite food. Present it to the class.

Read the instructions and explain the task. Ask the students to write about their favourite food and present it to the class. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project.

Alternatively, you can ask the students to do the project as part of their homework.

(Students' own answers)

ENDING THE LESSON

Ask the students, in pairs or groups, to make a poster with famous foods/dishes in their country and present it to the class. Tell them they can decorate their posters with stickers, pictures or drawings. Make sure you display their work somewhere in the class.

Go Green

- **Aims:** to raise the students' environmental awareness, to talk about fruit and vegetables and the vitamins they contain
- **Vocabulary:** vitamin, heart, potassium, iron
- **Extra materials:** pictures of different red, green and yellow fruit and vegetables (from magazines, etc)

BEGINNING THE LESSON

Put the pictures of different food items onto the board, point to each one and say/ elicit the word. Explain to the students that fruit and vegetables are very good for the human body because they give essential elements to keep it healthy. Have a class discussion, in L1 if necessary, on what the students know about the vitamins different fruit/vegetables contain, *e.g. oranges and tomatoes contain vitamin C, carrots and mangoes contain vitamin A, coconuts contain vitamin E, etc.* During this stage, explain/ elicit the words: *vitamin, heart, potassium, iron.*

1 Read and write the colour.

Read through the title (*What colour is your food?*) and explain/ elicit what it means. Tell the students that we can divide fruits and vegetables into categories based on their colour. Each category provides us with vitamins and other essential elements that are good for us. Then, refer the students to the texts and the pictures. Allow them time to read the texts and write the correct colours. Check their answers. Individual students read out from the texts.

Answers: red, orange, green

2 Portfolio: Write your favourite fruit and/or vegetables for each colour.

Read the instructions and explain the task. Brainstorm for fruit and vegetables. Tell the students to say their favourite fruit and vegetables from each category, based on the food's colour.

(Students' own answers)

3 Copy the plates in your notebook. Read, draw and colour the food.

Refer the students to the plates and explain the task. Allow the students time to copy the plates in their notebooks, then draw and colour the food items. Check their answers.

(Students' own answers)

4 How much do you know about food? Try the quiz!

Read the instructions and explain the task. Allow the students time to do the quiz. Check their answers.

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

ENDING THE LESSON

Ask the students, in pairs or in groups, to make a poster for all three fruit and vegetables categories, based on their colour. Tell them to stick or draw pictures of the food/vegetables in each category. Make sure you display their work somewhere in the class.

Our School

- **Aims:** to talk about germs and how to fight them
- **Vocabulary:** germ, cover, sneeze, tissue, wash, soap, second
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

ENDING THE LESSON

Ask the students, in pairs or groups, to make a poster with rules on how to keep germs away. Tell them they can use stickers, pictures and drawings to decorate their poster. Make sure you display their work somewhere in the class.

BEGINNING THE LESSON

Write the word *germ* on the board. Explain/Elicit what it means, using L1 if necessary. Ask the students what they do in order to avoid/fight germs (e.g. *wash their hands after they play/before meals, etc.*).

1 Read and complete the sentences.

Refer the students to the pictures, read the instructions and explain the task. Allow them time to read the text and complete the sentences. Explain/Elicit any unknown words. Check their answers and write them on the board.

Answers:

Cover your **mouth** and **nose**.

Wash your **hands**.

2 Let's sing! (TRACK 89)

Refer the students to the song. Ask individual students to read it out and explain/elicite any unknown words. Play the recording. The students listen to the song and sing along. Ask the students to time themselves every time they wash their hands by singing the song.

Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** red spots
- **Extra materials:** photocopies of the episode

BEGINNING THE LESSON

Hold up your book and go through the pictures, reuniting the students with the characters. Ask them what they remember about Pog and Trog (e.g. *they are brothers*) as well as Popsie (e.g. *she's a pixie who plays tricks on Pog and Trog*). Have a discussion, in L1 if necessary, about which character they like best and why.

1 Listen and read the story. (TRACK 90)

(Activities to promote reading for pleasure.)

Ask the students to look at the pictures and guess what the dialogue is going to be about (e.g. *Popsie drawing red spots on Pog and Trog's faces*).

Play the recording. The students listen and follow the lines. Play the recording again with pauses for the students to listen and repeat chorally.

2 Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and tippex out the numbers. Photocopy one set per group of students.

Hand out one set of frames per group. Ask the students to work together and put the frames in the correct order. You can help them by playing the episode again while they're completing the task. Go around the classroom monitoring the students.

Module 7 – Knights and Castles

Lesson 1

- **Aims:** to talk about knights, castles, kings and queens
- **Vocabulary:** hunt, knight, suit of armour, oven, bake, queen, king, butler, carry, castle, kick, palace, pick up, chess, deer, soul
- **Language focus**
Structures: past simple affirmative (regular verbs)
Language in use: There's a suit of armour.
- **Extra materials:** *Progress Report Cards*, *Knights and Castles* poster, flashcards (87-92), the *portrait of the king* and the *frame template* (FAIRY FILES)

BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 91)



POSTER

Students' books closed. Put the *Knights and Castles* poster on the board. Point to the pictures (*hunt, knight, suit of armour, oven, bake, queen, king, butler, carry, castle*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Look at Room a and Room b. Choose the true sentences. What's the secret word?

Point to *Room a* and ask the students to say what they can see in the picture. Repeat for *Room b*. Allow the students time to read the sentences and complete the task. Check their answers.

The true sentences are: 1, 2, 4, 6, 7, 9

Secret word: butler (Room b)

★ 3 Listen, point and repeat. (Track 92)



FLASHCARDS (87-92)

Students' books closed. Put the flashcards on the board, one at a time, and say the corresponding word(s). The students repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

★ 4 Find the words from Exs 1 and 3 to complete the crossword puzzle.

Read the instructions and explain the task. Allow the students time to complete the crossword puzzle. Check their answers.

| ACROSS | | DOWN | |
|--------|--------|------|--------|
| 3 | CASTLE | 2 | CHESS |
| 5 | SAIL | 4 | KNIGHT |
| 7 | HUNT | 6 | BUTLER |
| 8 | DEER | | |

★ FAIRY FILES

Before going into class

Photocopy the *portrait of the king* and the *frame* template [p.143(T)], one per student.

Photocopy the templates and give one to each student. Then tell them to do the following: Carefully cut along the dotted lines. Stick the picture of the king onto the pencil (*about half way down*) with the picture facing them. Stick the picture of the frame, facing out, on the other side of the pencil so that the pictures are back to back. Hold the pencil between their two palms. Spin the pencil quickly between their hands. Encourage the students to observe what happens (*the king looks as though he's inside the frame*).

If you wish, you can encourage the students to design some other 'magical' pairs, e.g. a fish and a goldfish bowl, a bird and a cage. The important thing to remember is to line up the two images accurately to create the desired effect.

ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)

Play *hangman*. Divide the class into two teams. Explain the game. Tell the students that you will think of a word from the lesson and will draw a number of dashes on the board, corresponding to the number of letters in the word. A student from each team will suggest a letter each time. If the letter appears in the word, you will write it in. If not, you will add one line in the gallows (each team has its own gallows).

Note: For the next lesson, the students should know the new words.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 7 – Knights and Castles

Lesson 2 – Grammar Land

- **Aims:** to present and practise the Past Simple (affirmative)

Note: Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

★ Past Simple (affirmative)

PRESENTATION

Students' books closed. Say, then write: *I **listened** to music **last night***. Underline the words in bold. The students listen and repeat, chorally and individually. Explain to the students that this is the *Past Simple* and that we use this tense to talk about things that happened in the past at a specific time. Explain that we add **-ed** at the end of the verb. Present the rest of the persons in the same way. Write the following verbs on the board and elicit the spelling rules: *listen – **listened**, live – **lived**, stop – **stopped**, study – **studied***. Then write on the board: *Queens **lived** here a long time **ago***. Explain to the students the position of **ago** in a sentence.

Drill your students.

e.g. Teacher: *hunt*

Student 1: *hunted*

Teacher: *bake*

Student 2: *baked etc*

Suggested prompts: hunt, bake, jump, dance, talk, hop, mop, wash, clean, listen, paint, play etc.

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold and the spelling rules.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

★ 1 Who did what? Listen and match. Then say. (TRACK 93)

Read the instructions and explain the task. Remind the students that 'did' is the past simple form of 'do'. Tell the students that they will hear four sentences related to what the children did last weekend to help organise a school party, and that they will have to match the names to the objects in order to find out who did what. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

1 a 2 d 3 c 4 b

TAPESCRIPT

Narrator: Last weekend there was a party at school and all the children helped. Harry carried tables and chairs outside.

Narrator: Emma painted some pictures.

Narrator: Lee played the guitar at the party.

Narrator: Mona baked a big chocolate cake.

Write the following verbs on the board: *carry, play, paint, bake*. Then point to the verb *carry* and read the sentence about Harry. Ask the students to say what Emma, Lee and Mona did for the party using the other verbs.

(Suggested answers)

- 2 Emma painted some pictures.
- 3 Lee played the guitar at the party.
- 4 Mona baked a big chocolate cake.

★ 2 Complete the sentences. Then look at the pictures, read the sentences again and match them to the pictures.

Read the instructions and the example, and explain the task. Refer the students to the pictures (a-d) and the sentences (1-4) and explain any unknown words. If you wish, have a class discussion (in L1 if necessary) about feasts and life in castles in the past. Allow the students time to complete the task. Check their answers. Then, ask the students to read the sentences again and match them to the corresponding pictures. Check their answers.

- 2 worked, baked – a
- 3 carried – b
- 4 danced – c

★ 3 Put the words in the right order.

Read the instructions and explain the task. The students read the sentences and put the words in the correct order. Check their answers.

- 2 The knights played chess.
- 3 Chris studied for his test yesterday.
- 4 We stayed in this hotel last summer.

★ 4 Read and complete the texts.

Refer the students to the two texts. Tell the students to write the verbs in the Past Simple in order to complete the sentences. Allow them time to complete the task. Check their answers.

- | | |
|------------|-----------|
| 2 stayed | 5 visited |
| 3 listened | 6 watched |
| 4 played | |

★ Let's play!

Read the example and explain the game. Pre-teach *yesterday* and *played*. A student starts by saying what he/she played yesterday. He/She can use the visual prompts or his/her own ideas. The next student repeats what the previous student said and adds his/her own. The student who forgets what the previous students said, loses and has to pay a forfeit (e.g. *name a flashcard, sing a song, etc*).

- e.g. Student 1: *Yesterday, I played football.*
Student 2: *Yesterday, I played football and the guitar.*
Student 3: *Yesterday, I played football, the guitar and volleyball. etc*

Suggested cues: football, volleyball, tennis, table tennis, badminton, hockey, baseball, the piano, the violin, the drums, computer/video games, etc.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to say what they did last night.

e.g. *Last night I watched T.V.*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 7 – Knights and Castles

Lesson 3 – Grammar Land

- **Aims:** to present and practise the Past Simple (negative/interrogative)

Note: Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

★ Past Simple (negative/interrogative)

PRESENTATION

Students' books closed. Ask, then write on the board: **Did you play chess last night?** Underline the words in bold. The students repeat, chorally and individually. Elicit the formation of questions in the Past Simple. Read the question again and answer: **I didn't play chess last night.** Underline the words in bold. The students repeat after you. Elicit the formation of the negative (short and long form) in the Past Simple. Draw the students' attention to the fact that in the interrogative and negative form of the past simple the main verb remains in the original form (i.e. does **not** take **-ed**). Present the short answers: *Did you listen to music yesterday?* Nod, then say and write: **Yes, I did.** Ask again, shake your head and answer: **No, I didn't.** Underline the words in bold. The students repeat after you.

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

1 Read and answer the questions.

Read the instructions and explain the task. Refer the students to the king's diary entries and ask individual students to read them out. Then refer the students to the questions and ask individual students to answer them. Ask the rest of the class for verification.

(Suggested answers)

- 1 No, he didn't. He played music on Monday.
- 2 No, he didn't. He sailed down the river on Wednesday.
- 3 No, he didn't. He played tennis on Friday.
- 4 Yes, he did.

2 What did Brainy do last night? Listen and choose the right pictures. (TRACK 94)

Read the instructions and explain the task. Refer the students to the pictures (a-f) and elicit the actions shown (*play football, play chess, play video games, listen to music, watch TV, study*). Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

Answers: b, c, e, f

TAPESCRIPT

- A:** Hi, Brainy. What did you do last night? Did you play football?
B: No, I didn't. I played chess with my father.
A: Chess? Really?
B: Yes, and then I played my new video game for a while.
A: Did you listen to music at all?
B: No, I didn't. But I watched TV. There was a great programme on the History Channel.
A: The History Channel? Oh! Did you study last night, too?
B: Of course. I study every night.
A: Can I have a look at your Maths homework?

3 Now ask and answer.

Read the instructions and explain the task. Refer the students to the pictures once more, and read out the short exchange in the example. Do one more as an example with them. Ask the students, in pairs, to ask and answer questions about what Brainy did last night. Go around the classroom, monitoring.

e.g. Student 1: Did Brainy play chess last night?
Student 2: Yes, he did. etc

4 Put the words in the right order to make sentences.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- 2 Susan visited Russia last summer.
- 3 They didn't stay at home.
- 4 Did it rain yesterday?
- 5 We didn't watch TV last night.
- 6 Anton lived in the USA.

5 What did they do yesterday? Ask and answer.

Read the instructions and explain the task. Point to the pictures and elicit the actions. Allow the students time to complete the task. Check their answers.

- 2 Did she mop the floor?
No, she didn't.
She watered the plants/flowers.
- 3 Did he stay in bed?
Yes, he did.
- 4 Did they dance at the party?
Yes, they did.
- 5 Did he play the guitar?
No, he didn't.
He played the piano.
- 6 Did she listen to music.
Yes, she did.

6 Talk with your friend.

Read the instructions and explain the task. Refer the students to the pictures and to the dialogue, and ask a pair to read it out. The students, in pairs, ask and answer questions as in the example. Go around the classroom, monitoring. Ask some pairs to report back to the class.

(Students' own answers)

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Memory Game

Ask the students to take one last look at Ex. 1 and close their books. Ask individual students questions about the king's diary entries and see how much they can remember. Ask the rest of the class for verification.

e.g. Teacher: *Did the king play tennis on Monday?*

Student 1: *Yes, he did.*

Class: *No, he didn't!*

Teacher: *Did the king sail down the river on Wednesday?*

Student 2: *Yes, he did.*

Class: *Correct! etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 7 – Knights and Castles

Lesson 4

- **Aims:** to listen to and read a story about the characters visiting a castle, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: Kings and queens lived here a long time ago. They listened to music and danced all night. Harry, what happened? It kicked me! No, it didn't! Did the knight talk? I didn't want to scare you!
- **Extra materials:** none

2 Read the dialogue again and complete the sentences.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and complete the sentences. Ask the rest of the class for verification.

- | | | |
|-----------|------------|----------|
| 1 lived | 3 listened | 5 wanted |
| 2 dressed | 4 danced | |

Extension

Play the recording again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Ask individual students to say one thing they did and one thing they didn't do yesterday.

e.g. Student 1: Yesterday, I played football. I didn't play chess. etc

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 95)

Go through the pictures of the dialogue and set the scene by asking questions.

- e.g. Teacher: Where are the children?
Student 1: At a castle.
Teacher: Who is with them?
Student 2: Miss Dee.
Teacher: Who's in the suit of armour?
Student 3: Alvin. etc

Write on the board: That knight m _ _ _ and t _ _ _ _ ! Explain to the students that they will listen to the dialogue and find the answer. Play the recording. The students listen, follow the dialogue and complete the task.

Answer: moved, talked

Read the question at the bottom of page 49. Ask the students to tell you if they want to be a knight for a day and to justify their answers.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: The knights dressed in ...

Class: suits of armour! etc

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 7 – Knights and Castles

Lesson 5

- **Aims:** to consolidate talking about actions in the past, to develop listening skills, to develop the students' reading and writing skills
- **Vocabulary:** travel, machine, fence, guard, fight, motorbike
- **Language focus**
Structures: consolidation
Language in use: I wish there was a way to be a knight for just one day!
- **Extra materials:** flashcards (93-98)

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 96)



FLASHCARDS (93-98)

Students' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Sing along! (TRACK 97)

Read the instructions and explain the task. Refer the students to the picture and have a picture discussion.

e.g. Teacher: (pointing to the knights fencing)
What are they doing?

Student 1: They're fencing. etc

Play the song on the recording. The students listen and sing along. Alternatively, ask the students to perform the following actions while singing:

Life was so fine, you know, (boys bow, girls curtsy)
Hundreds of years ago.

I wish there was a way (hands together, look upwards, as though wishing/praying)

To be a knight for just one day!

They lived in big castles,

They danced with the Queen. (do the waltz with a partner)

They travelled on horses (mime riding a horse)

And looked like machines! (strike the pose of a 'machine'/robot)

They fenced in the morning (mime fencing)

And played chess at night. (mime playing chess)

They guarded the castle, (mime guarding)

And learned how to fight. (strike the pose of a strong man)

3 Find the mistakes in the picture. Then talk with your friend.

Read the instructions and explain the task. Refer the students back to the picture in Ex. 2. Tell them that there are some mistakes in the picture regarding what the knights did hundreds of years ago, and that they will have to spot these mistakes. Allow them time to find the mistakes.

Answers: the knight watching TV, the knight travelling on a motorbike, the knight listening to music, the knight playing baseball

Now refer the students to the exchanges and ask a pair to read them out. Ask the students, in pairs, to ask and answer questions in order to correct the mistakes they found in the pictures. Go around the classroom, monitoring. Ask some pairs to report back to the class.

e.g. Student 1: Did the knights dance with the queen?

Student 2: Yes, they did.

Student 1: Did they watch TV?

Student 2: No, they didn't. etc

READING & WRITING

(Activities to develop the students' reading and writing skills.)

★ 4 Read and complete the letter. (TRACK 98)

Read the instructions and explain the task. Refer the students to the letter and the pictures. Read the text and elicit the missing words. Allow the students time to read the text and complete the task. Play the recording. The students listen and check their answers.

- | | | |
|-------------|-----------|------------|
| 2 travelled | 5 music | 8 watched |
| 3 bus | 6 looked | 9 knights |
| 4 played | 7 clothes | 10 stopped |

★ 5 How was your weekend? Tell the class.

Read the instructions and explain the task. Ask the students to tell the class what they did last weekend, e.g. *My weekend was boring. I studied all day Saturday and on Sunday I tidied my room.*

★ 6 Portfolio: Write about what you did last weekend. Use your ideas from Ex. 5.

Ask the students to write a short letter about what they did last weekend. Tell them to use the text in Ex. 4 as a model.

e.g. *Dear Grandma,*

Last weekend I sailed on the sea with my mum and dad. It was great fun!

Love,

Ivy

Allow the students time to write their letters and draw their pictures.

Alternatively, you can ask the students to write their short letters and draw their pictures at home, as part of their homework.

(Students' own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Point to the first picture and ask the students to describe it. Read the proverb and ask the students to tell you what they think the proverb means. (Words are more powerful than fighting.) Lastly, ask them if they have the same proverb in their language.

Read the *Did you know?* text and refer the students to the picture. Ask the students to use the Internet and find other facts about knights and present them to the class.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students, in groups, to read the letter in Ex. 4 again and write down as many questions as they can think of. Then the groups exchange the questions and answer them.

(Suggested answers)

- 1 When did Sara visit the castle? (last Friday)
- 2 What did they play on the school bus? (games)
- 3 What did they look at in the castle? (paintings and clothes)
- 4 What did they watch? (a film)
- 5 Did they like the film? (Yes)
- 6 Where did they stop on their way home? (at a café)

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 7 – Knights and Castles

Lesson 7 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** brooch, sell, piece
- **Extra materials:** flashcards (99-101)

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p. 33 (Track 88).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)

★ **Listen, point to the pictures, and say the words. (TRACK 99)**



FLASHCARDS (99-101)

Student's books closed. Put the flashcards up on the board. Point to the flashcard of *brooch* and say the name. The students repeat after you. Repeat for the remaining flashcards.

Student's books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

brooch, sell, piece

★ **Listen and read the story. (TRACK 100)**

Student's books open. Put the flashcards on the board in the following order (*brooch, sell, piece*) and present the story. Say: *Katya decides to make some brooches to sell to the people in the village.* Ask individual students to repeat. Direct the students' attention to the picture. Play the recording for the students to listen and follow in their books. Play the recording again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then individual students read out the story.

Extension

Ask for a volunteer to be the narrator and one more volunteer to read the role of Katya. Repeat with different students.

★ 1 Are the sentences *true* or *false*? Read the story again and say.

Read the instructions and explain the activity. Allow the students time to read the story again and ask individual students to say whether the sentences (1-5) are *true* or *false*. Ask the rest of the class for verification.

- | | | |
|---------|---------|--------|
| 1 false | 3 true | 5 true |
| 2 true | 4 false | |

★ 2 Complete the summary. Then tell the class.

Read the instructions and explain the activity. Allow the students time to read the summary and complete it with the correct words. Check their answers.

- | | | |
|------------|---------|--------|
| 1 any | 4 cry | 7 find |
| 2 brooches | 5 front | |
| 3 stone | 6 makes | |

★ 3 Let's sing! (TRACK 101)

Ask the students to look at the picture. Point to Katya and say: *I feel so sad now we're apart*. The students repeat after you. Play the recording. The students listen and point to Katya. Play the recording again. The students sing along.

ENDING THE LESSON

Design your own brooch. Make a drawing of your brooch and present it to the class.

Module 7 – Knights and Castles

Lesson 8 – Phonics

- **Aims:** consolidation

BEGINNING THE LESSON

Play the song from the previous lesson (Track 101). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the story first to yourself and then to your friend.

Students' books closed. Tell the students they are going to read the story of *Androcles and the Lion*, a classic fable from Aesops. Ask them if they are familiar with the story and what they know about it. Elicit their answers.

Students' books open. Read the instructions and explain the task. Ask the students to get in pairs. Allow the students time to read the story first to themselves and then to their friends. Check their answers.

2 Find the words from the story.

Read the instructions and explain the activity. Ask the students to look at the story again and find the words. Allow them time to complete the task. Check their answers.

- | | | |
|----------|----------|-----------|
| 1 lion | 3 water | 5 appears |
| 2 master | 4 forest | 6 river |

3 Read the story again and answer the questions.

Refer the students to the questions and read through them. Allow the students time to read the story again and answer the questions. Check their answers.

- 1 In the mountain.
- 2 Androcles.
- 3 Because Androcles helped it and pulled the thorn out from its foot.

4 What's the moral of the story?

Read the instructions and explain the activity. Ask the students to say what the moral of this story is (if you are kind then others are kind to you). Elicit their answers.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to name other fables by Aesop and the moral behind each story.

The Ant and the Grasshopper. (moral: Work hard and save for the future!.)

The Shepherd's Boy (moral: If you are a liar, no one will believe you even when you tell the truth.) etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 7 – Knights and Castles

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: What did you do yesterday?*

Student 1: I played football. etc

Note: It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Look, read and number.

Explain the activity. The students look and match the words to the pictures.

| | | |
|------------|------------|------------|
| b 3 | d 1 | f 6 |
| c 5 | e 4 | g 2 |

2 What did they do yesterday? Look and complete.

The students read the sentences and write the verbs.

| | |
|------------------|-------------------|
| 1 studied | 4 listened |
| 2 played | 5 danced |
| 3 watched | |

3 Read and choose a or b.

Explain the activity. The students read the sentences and choose the correct answer.

1 b **2** a **3** b

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

Module 8 – Willow's Story

Lesson 1

- **Aims:** to talk about the past
- **Vocabulary:** top branch, slip, fall, get hurt, save, break, land, lose
- **Language focus**
Structures: past simple (irregular verbs)
Language in use: Sir Walter Raleigh was the first man to bring potatoes to the UK.
- **Extra materials:** *Progress Report Cards*, flashcards (102-109), a piece of paper and an envelope (*FAIRY FILES*)

BEGINNING THE LESSON

Hand out the complete *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 102)



FLASHCARDS (102-104)

Students' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Read and say the number.

Read the instructions and explain the task. Refer the pupils to the pictures (1-8) and to the list of words (a-h). Ask individual students to say the number that corresponds to each word. Ask the rest of the class for verification.

| | | | |
|-----|-----|-----|-----|
| a 1 | c 4 | e 2 | g 3 |
| b 7 | d 6 | f 8 | h 5 |



FAIRY FILES

Before going into class

Write the number 4032 (or whatever the year is x 2, e.g. $2016 \times 2 = 4032$) on a piece of paper, place the paper in an envelope and seal it.

Tell the class that you are going to do another mind-reading trick! Ask the students to take a pencil and a piece of paper and do the following:

Write down the year they were born. Then, they write down the year of an important event in their lives (e.g. *first day at school*, *first party*, etc). Then, they write down their age on their birthday THIS year – i.e. if they've already had a birthday **this** year, write down that age – if not, write down the age they will be on their forthcoming birthday. Then, they write down the number of years that have passed since the important event (stress that they must get the maths right!). Add up the four numbers.

Now, take your envelope, say the magic word *Shazam!* and open it dramatically. All being well, everyone's number will be 4032!

3 Listen, point and repeat. (TRACK 103)



FLASHCARDS (105-109)

Students' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat chorally and individually. Check their pronunciation and intonation.

4 a) Read the story. Answer the questions with not more than THREE words.

b) Tell what you know about:

- Sir Walter Raleigh
- the place where he found potatoes
- the wish of the Queen
- the mistake of the cooks

Read the instructions and explain the task. Refer the students to the pictures and ask them what they see. Then allow them some time to read the texts and answer the questions. Check their answers.

- | | |
|----------------|---------------------|
| 2 to America | 5 her palace |
| 3 the potatoes | 6 cooked the leaves |
| 4 the Queen | |

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask individual students to tell the class a short story about what happened to them last Saturday (*e.g. where they went, what they did, what they ate, etc.*). The story can be true or imaginary, so ask the students to be as imaginative as possible! Allow them some time to think about their story. Once the students finish telling their stories, ask the class to vote on the one they liked best.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 8 – Willow's Story

Lesson 2 – Grammar Land

- **Aims:** to present and practise the affirmative form of the Past Simple (irregular verbs)
- **Extra materials:** slips of paper, a bag (*Ending the Lesson*)

Note: Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

2 What did Tony do last Sunday? Complete the sentences.

Read the instructions and explain the task. Read the example and allow the students time to complete the sentences with the verb in the Past Simple. Check their answers.

- 2 made
3 did

- 4 saw
5 wrote

PRESENTATION

★ Past Simple (irregular verbs)

Students' books closed. Say, then write: *I **won** a game yesterday.* Underline the word in bold. The students repeat after you. Explain that this is the *Past Simple* of the verb **win**. Then explain that there are some verbs that do not form their Past Simple form by adding **-ed** but, instead, use a different form of the word e.g. *do, did*. Write these verbs on the board: **come, can, write, sit, get, stand, fall, go, eat** and show their Past Simple forms.

Ask the students to look at the verbs for one minute before you erase them. Say a verb. Ask a student to tell you its past simple form.

e.g. Teacher: *come*

Student 1: *came etc*

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1 Complete. Then listen and check. (TRACK 104)

Read the instructions and explain the task. Read the example and allow the students time to complete the task by filling the gaps 2-6 with the appropriate verb in the Past Simple. Explain/Elicit any unknown words.

- 2 sat 4 went 6 came
3 ate 5 stood

Play the recording. The students listen and check their answers.

3 Read and complete the sentences.

Read the instructions and explain the task. Allow the students some time to complete the sentences with the verbs in the Past Simple. Check their answers.

- | | | |
|---------|---------|--------|
| 2 ate | 5 stood | 8 won |
| 3 could | 6 wrote | 9 sat |
| 4 fell | 7 came | 10 got |

4 What happened to Lizzie yesterday? Listen and number. (TRACK 105)

Read the instructions and explain the task. Point to the pictures (a-e). Tell the students that they will listen to Lizzie's story and number the pictures. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

- a 2 b 3 c 1 d 4 e 5

TAPESCRIPT

Last Saturday, Lizzie went to the park. She sat under a tree. Suddenly, a little dog came and stood next to her. Lizzy was hungry. She got two hot dogs, one for her and one for the dog. They ate them together.

5 Act out Lizzie's story.

Read the instructions and explain the task. Ask the students to act out Lizzie's story to the class.

(Students' own answers)

6 Complete the joke. Tell it to a friend.

Read the instructions and explain the task. Allow the students time to write the verbs in the Past Simple. Check their answers. Then, in pairs, the students take turns telling the joke.

- | | | | |
|------------|----------|-----------|------------|
| 2 was | 4 walked | 6 said | 8 asked |
| 3 couldn't | 5 stood | 7 pressed | 9 answered |

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to think of where they went or what they did, and write about it on a slip of paper. They fold it and put it in a bag. Shuffle the slips of paper and take one out. Read it to the class. The student who wrote it, raises his/her hand and says when he did it.

e.g. Teacher: I went to the park.

Student 1: (raising his hand) I went to the park last Sunday. etc

Note: For the next lesson, the students should know the irregular verbs from the grammar box.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 8 – Willow’s Story

Lesson 3 – Grammar Land

- **Aims:** to present and practise the interrogative, negative and short answer forms of the Past Simple tense (irregular verbs), to present and practise the full and bare infinitives.

Note: Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ Past Simple (irregular verbs)

Students’ book closed. Point to the picture, say, then write on the board: *He **lost** his keys.* Underline the word in bold. The students repeat after you. Explain that this is the *Past Simple* of the verb **lose**. Revise the past simple of irregular verbs, this time adding some more verbs and writing them on the board: **break, drink, make, see, have, read, do, hear, give.** Show their past simple forms. Say, then write on the board: *He **didn’t lose** his keys.* Underline the words in bold. The students repeat after you. Elicit the formation of the negative (short and long form) in the past simple. Present the interrogative form and short answers: **Did he lose** his keys? Underline the words in bold. The students repeat after you. Elicit the formation of the interrogative form in the past simple. Nod, then say and write underneath: **Yes, he did.** Ask again, shake your head and write underneath: **No, he didn’t.** Underline the words in bold. The students repeat after you. Elicit the formation of the short answers.

Students’ books open. Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Famous Russian people! Talk with your friend.

Read the instructions and explain the task. Refer the students to the pictures and read out the people’s names. Ask the students if they know the people shown in the pictures and what they do/did. Refer the students to the first question and have a pair of students read out the exchange. Ask the students, in pairs, to take turns and act out similar exchanges in

order to find the answers they think are correct. Go around the classroom monitoring and providing any necessary help.

(Students’ own answers)

★ 2 Now check your answers with your teacher.

Ask the students what they have decided on the answers of the previous task. Give them the right answers and see how many students answered correctly.

- 1 Anton Chekhov
- 2 Peter Fabergé
- 3 Yelena Isinbayeva
- 4 Mikhail Yefremov

★ Let’s play!

Refer the students to the picture and read the example. Explain the game. One student comes to the board and writes three sentences (two true and one false). The rest of the class tries to guess which is the false sentence. Whoever guesses correctly, comes to the board and the game continues.

(Students’ own answers)

★ 3 Read and correct. Then match.

Read the instructions and explain the task. Allow the students time to complete the task and match the pictures to the sentences. Check their answers.

- 2 The children didn't go to Andy's concert in space.
They went to XL's concert in space.
- 3 Alvin didn't dress like a clown.
He dressed like a knight.
- 4 Willow didn't break his nose.
He broke his branch.

2 d 3 c 4 a

PRESENTATION

★ Full infinitive/Bare infinitive

Students' books closed. Say, then write on the board: *I **wanted to go** to the concert.* Underline the words in bold. The students repeat after you. Explain that after the verb *want* we use the full infinitive (*to + verb*). Say, then write on the board: *I **can play** the piano.* Underline the words in bold. The students repeat after you. Explain that after modals (*can, must, may, should*) we use the bare infinitive (*verb without to*).

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 4 Complete the sentences. Use the full or bare infinitive.

Read the instructions and explain the task. Allow the students time to complete the task and check their answers.

- | | |
|-----------|------------|
| 2 to come | 6 do |
| 3 be | 7 to play |
| 4 speak | 8 to drive |
| 5 to stay | |

ENDING THE LESSON

(An activity to consolidate the vocabulary and the language of the lesson.)

Write prompts on the board and ask the students, in pairs, to ask and answer questions.

e.g. Teacher: (writes on the board) *lose keys/ yesterday* ✗

Student 1: *Did you lose your keys yesterday?*

Student 2: *No, I didn't.*

Teacher: (writes on the board) *drink cola/ yesterday* ✓

Student 3: *Did you drink cola yesterday?*

Student 4: *Yes, I did. etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 8 – Willow's Story

Lesson 4

- **Aims:** to listen to and read a story about Willow's accident and how he saved Emma's dad's life, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: A young boy came into the forest. Suddenly, it started to rain. My branches got very wet! He stood up, but then he slipped and fell. Did the boy get hurt? So, that's how you lost your branch. This tree saved my life when I was young. I love this tree!
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Ask individual students questions about what they did yesterday and elicit responses.

e.g. Teacher: Did you make your bed yesterday?
Student 1: Yes, I did.
Teacher: Did you go to bed early yesterday?
Student 2: No, I didn't. etc

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 106)

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: Where are the children?
Student 1: In the Magic Forest.
Teacher: Who is with them?
Student 2: Willow.
Teacher: What is Lee doing in picture 1?
Student 3: He's reading a book. etc

Write some sentences from the dialogue on the board, with certain words missing. Explain to the students that they have to listen to the dialogue and find the missing words. Play the recording. The students listen, follow the lines and complete the task.

2 Read the dialogue again and correct the mistakes.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and correct the words in bold. Ask the rest of the class for verification.

- | | |
|-------------|-------------------|
| 1 young boy | 4 stood up |
| 2 happy | 5 didn't get hurt |
| 3 rain | 6 branch |

Extension

Play the recording again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

Read the question at the bottom of page 65. Ask the students to tell you if they can think of a title for the story. Write their suggestions on the board.

(Students' own answers)

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: Oh, tell us. What ... ?

Class: happened etc

Note: If you wish, have the students close their books during this activity.

Module 8 – Willow’s Story

Lesson 5

- **Aims:** to talk about jobs and people from the past, to develop listening skills, to develop the students’ reading and writing skills
- **Vocabulary:** nurse, writer, artist, composer, athlete, actor, actress
- **Language focus**
Structures: consolidation
Language in use: Who painted the *Mona Lisa*? They made the world a better place. They did it for the human race! Judy Garland was a famous singer and actress
- **Extra materials:** *People at work* poster

- | | |
|---------------------|------------------------|
| 1 Leonardo Da Vinci | 4 Antonio Vivaldi |
| 2 Charles Dickens | 5 Rudolf Nureyev |
| 3 Yuri Gagarin | 6 Florence Nightingale |

3 Sing along. (TRACK 108)

Read the instructions and explain the task. Play the recording. The students listen and sing along.

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 107)



POSTER

Students’ books closed. Put the *People at work* poster on the board. Point to the people, one at a time, and say the corresponding jobs. The students listen and repeat chorally and individually.

Students’ books open. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Look at the pictures and answer the questions.

Read the instructions and explain the task. Refer the students to the pictures and read out the names. Ask the students to tell you if they know/have heard of these people and what their job was. Have a class discussion, in L1 if necessary, about each person’s accomplishments. Refer the students to the questions and ask individual students to answer them. Ask the rest of the class for verification.

READING & WRITING

(Activities to develop the students' reading and writing skills.)

4 Read and match the texts to the pictures. (TRACK 109)

Read the instructions and explain the task. Refer the students to the pictures (a-c) and ask them if they know who these people are. Allow them some time to read the texts (1-3) and match them to the pictures. Explain any unknown words. Play the recording for the students to listen and check their answers.

1 c 2 a 3 b

5 Portfolio: Write about a famous person.

Ask the students to write a short text about a famous person from the past and stick or draw a picture. Tell them to use the texts in Ex. 4 as models (e.g. *Wolfgang Amadeus Mozart was a famous composer. He could play the piano very well.*). Allow the students time to write their texts and draw their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures as part of their homework.

(Students' own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Refer the students to the *Fun Time* section and read the first text. Ask the students to look on p. 60 and find the verb which changes to its past tense form when you take its first letter and put it as the last letter (*eat - ate*). Elicit their answers.

Point to the picture of the butter and read the tongue twister. Encourage the students to say the tongue twister as fast as they can. Ask the students if they can remember any other tongue twisters and have them tell you.

Next, refer the students to the *Did you know?* box. Point to the picture and ask the students if they can guess who the famous composer is. Read the short texts and have a discussion about other famous people the students may know facts about.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Kim's game

Write some jobs on the board, one next to the other. Ask the students to look at them for one minute and then close their eyes. Erase a word. Ask the class to tell you which word is missing.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 8 – Willow’s Story

Lesson 7 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** tears
- **Extra materials:** flashcard (110)

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p.55 (Track 101).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)

★ **Listen, point to the picture, and say the word. (TRACK 110)**



FLASHCARD (110)

Student’s books closed. Put the flashcard up on the board. Point to the flashcard of *tears* and say the word. The students repeat after you.

Student’s books open. Play the recording. The students listen, point and say the word.

TAPESCRIPT

tears

★ **Listen and read the story. (TRACK 111)**

Put the flashcard on the board and present the story. Say: *Katya thinks about Danila and the tears fall down her face.* Ask individual students to repeat. Direct the students’ attention to the picture. Play the recording for the students to listen and follow in their books. Play the recording again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then individual students read out the story.

Extension

Ask for a volunteer to be the narrator and two more volunteers to read the roles of Katya and the Mistress of Copper Mountain. Repeat with different students.

1 Read the story again and put the events in the correct order.

Read the instructions and explain the activity. Allow the students time to read the story again and put the events in the correct order. Check their answers.

- | | | |
|-----|-----|-----|
| a 5 | c 4 | e 2 |
| b 1 | d 3 | |

2 Find one mistake in each sentence. Then correct them.

Read the instructions and explain the activity. Allow the students time to read the sentences and correct the mistakes. Check their answers.

- 1 Katya goes to Serpent Hill to look for some more stones.
- 2 Katya sees that the mountain is opening in front of her.
- 3 Katya is sure that Danila is in the mountain.
- 4 Katya is surprised to see the Mistress of Copper Mountain.

3 Let's sing! (TRACK 112)

Ask the students to look at the picture. Point to Katya and say: *I did not come here for the stones, I want Danila only!* The students repeat after you. Play the recording. The students listen and point to Katya. Play the recording again. The students sing along.

ENDING THE LESSON

Divide the students into two groups and assign a verse to each group. Play the recording. The students sing along when they hear their assigned verses.

Module 8 – Willow’s Story

Lesson 8 – Phonics

- **Aims:** consolidation

BEGINNING THE LESSON

Play the song from the previous lesson (Track 112). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the words first to yourself and then to your friend.

Students’ books closed. Say, then write the following word on the board: **knock**. Underline the part in bold and say -ock, knock. The students repeat after you. Repeat for the words **joke**, **hop**, **more**, **dot**.

Students’ books open. Read the instructions and explain the task. Ask the students to get in pairs. Allow the students time to read the words first to themselves and then to their friends. Check their answers.

2 Match to make a nonsense rhyme. Then choose a rhyme and mime it to your friend. Can he/she guess the rhyme?

Read the instructions and explain the activity. Allow the students time to match the rhyming words. Then the students work in pairs. Each student chooses a rhyme and mimes it to his/her partner who in turn tries to guess which rhyme it is.

- 1 C 2 A 3 D 4 B

3 Read and complete the story. Read the story first to yourself, then to your friend.

Read the instructions and explain the task. Ask the students to write the words and complete the story. Check their answers. Then, in pairs, ask the students to read the story first to themselves and then to their friends.

- | | | |
|----------|-----------|----------|
| 2 silver | 5 home | 8 girl |
| 3 sad | 6 started | 9 looked |
| 4 name | 7 house | 10 happy |

4 Read the story again and answer the questions.

Refer the students to the questions and read through them. Allow the students time to read the story again and answer the questions. Check their answers.

- 1 Nearly six months old.
- 2 34, King Road.

ENDING THE LESSON

(An activity to consolidate the language in the lesson.)

Tell the students they are going to act out the story in Ex. 3. Have students get into groups of four and assign roles (narrator, Olga, Max, mother).

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: Tolstoy was a...*

Student 1: writer.

Teacher: Did you go to the concert last week?

Student 1: Yes, I did./No, I didn't. etc

Note: It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Complete the sentences.

Explain the activity. The students read and complete the sentences.

- | | |
|------------|-----------|
| 1 composer | 3 athlete |
| 2 artist | 4 actor |

2 What happened yesterday? Look and complete the sentences.

The students read the sentences and write the verbs.

- 1 had
- 2 fell
- 3 won
- 4 lost

3 Read and fill in.

Explain the activity. The students read the dialogue and complete.

- 1 didn't like
- 2 did you do
- 3 I went

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

Our World/My World

- **Aims:** to talk about famous castles
- **Vocabulary:** tower, prison, gift shop
- **Extra materials:** none

BEGINNING THE LESSON

Write the word *castle* on the board. Ask the students if there are any castles in their country.

PRESENTATION & PRACTICE

1 Which castle? Read and choose *a*, *b* or *c*.

Read the instructions and explain the task. Allow the students time to read the texts and complete the task. Explain/Elicit any unknown words. Check their answers.

1 b 2 c 3 a

2 Read the text and answer the questions.

Refer the students to the pictures and the text. Read through the questions and allow the students time to read the text and answer them. Check their answers.

- 1 In Saint Petersburg.
- 2 Vasili Bazhenov.
- 3 Forty days.
- 4 Famous portraits of Russian leaders.
- 5 Because the architects used different styles.

3 Portfolio: Write about a castle or an old building in your country.

Read the instructions and explain the task. Ask the students to write about a famous castle or building in their country and stick or draw a picture. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project. Then ask individual students to present their projects to the class.

Alternatively, you can ask the students to do their projects as part of their homework.

(Students' own answers)

Note: Once the students have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the students to read the texts in Ex. 1 for a couple of minutes and close their books. Ask them some comprehension questions:

e.g. *In which castle can you have lunch? (Warwick Castle)*
Where is Chambord Castle? (In France.)
Which famous actress made a film in Chambord Castle? (Drew Barrymore)
Where is Dublin Castle? (In Ireland.)
What was Dublin Castle's tower? (A prison.)
What can you buy at Dublin Castle? (souvenirs)

Go Green

- **Aims:** to raise the students' environmental awareness, to talk about different types of trees and tree leaves
- **Vocabulary:** leaf, rowan, birch, hazel, elder, holly, yew
- **Extra materials:** pictures of the tree leaves presented in the lesson

BEGINNING THE LESSON

Put the pictures of the leaves onto the board. Explain to the students that these leaves come from different trees and show them how they vary in size and shape. Say the names of the trees the leaves come from. The students repeat after you.

PRESENTATION & PRACTICE

★ Tree Detectives!

Read through the title (*Tree Detectives*) and explain/ elicit what it means. Refer the students to the text and the pictures. Allow them time to read the text. Then individual students read out from the text.

1 ★ Be a Tree Detective!

Read the instructions and explain the task. Explain the steps to the students and assign the exercise as H/W for the next lesson. The students have to find a tree near their house, answer the questions and make a drawing.

(Students' own answers)

2 ★ Now present your drawings to the class.

The students present their drawings to the class and answer the questions. Make sure you display their work somewhere in the class.

Why are trees and elephants the same?

Refer the students to the picture of the elephant behind the tree and read out the question. Allow the students some time to think of an answer to the question. Then provide the correct answer.

Answer: Both elephants and trees have got **trunks**.

Compound or simple leaf? Read and write.

Point to the pictures and read the texts. Make sure the students understand the difference between the two leaves. Explain the task. Allow the students time to complete the task and check their answers.

- | | |
|------------|------------|
| 1 compound | 4 compound |
| 2 simple | 5 simple |
| 3 simple | 6 compound |

ENDING THE LESSON

Hand out the pictures of the leaves you have brought with you, one per student. Call out the different tree names. The students with the corresponding pictures stand up and show the pictures to the class.

Our School

- **Aims:** to talk about King Arthur
- **Vocabulary:** stone, market place, sword, pull, tournament
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Write on the board: *King Arthur* and *Excalibur*. Ask the students to tell you, in L1 if necessary, if they know/have heard of the legend of King Arthur. Ask them what they think the Excalibur was (*a sword*). Ask the students if they know/have heard of any legends from their country.

PRESENTATION & PRACTICE

1 Look, read and match.

Read the instructions and explain the task. Refer the students to the paragraphs 1-5 in the text and to the pictures a-e. Ask the students to read the paragraphs and match them to the correct picture. Allow the students time to complete the task. Explain/Elicit any unknown words. Check their answers.

1 b 2 e 3 d 4 a 5 c

2 Portfolio: Write about a legend from your country. Draw or stick pictures.

Ask the students to write about a legend from their country and stick/draw pictures. Tell them to use the text in Ex. 1 as a model. Allow the students time to write about the legend and stick/draw pictures.

Alternatively, you can ask the students to do this at home as part of their homework. Provide any necessary help with the vocabulary.

ENDING THE LESSON

Ask the students to read the text in Ex. 1 for a couple of minutes and close their books. Ask them some comprehension questions:

e.g. *What was there in the stone? (A sword.)*
How old was Arthur when he went to the market? (16)
Who told Arthur he was the son of King Uther? (Merlin)

Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** take, believe
- **Extra materials:** photocopies of the episode

BEGINNING THE LESSON

Ask the students to remember what the previous episode was about (*Popsie drawing red spots on Pog and Tog's faces.*). Ask them if they remember any of the phrases from that dialogue and ask them to say them out loud (e.g. *You shouldn't eat so many sweets! You've got red spots! You should stay in bed today!*).

PRESENTATION & PRACTICE

1 Listen and read the story. (TRACK 113)

(Activities to promote reading for pleasure.)

Ask the students to look at the pictures and guess what the dialogue is going to be about (e.g. *Pog, Trog and Popsie seeing a ghost.*).

Play the recording. The students listen and follow the lines. Play the recording again with pauses for the students to listen and repeat chorally.

★ Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

Before going into class

Tippex out the speech bubbles and photocopy the episode (one copy per pair). Use a photocopy and cut out the speech bubbles. Arrange them in random order on a separate piece of paper and photocopy (one copy per pair).

The students work in pairs. Hand out a copy of the episode and a copy of the speech bubbles to each pair. The students, in pairs, read and match the bubbles to the correct picture frames. As extra help, you can have them listen to the episode again before they do the activity.

Module 9 – The Fairy Garden

Lesson 1

- **Aims:** to talk about months and dates
- **Vocabulary:** months of the year, well, blanket, recording player, beard, moustache
- **Language focus**
Structures: ordinals
Language in use: My birthday's in July. When's your birthday? In March. C is the third letter of the alphabet. The girl is listening to music.
- **Extra materials:** *Progress Report Cards*, *The months of the year* poster, flashcards (111-114), three dice (*FAIRY FILES*)

BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 114)



POSTER

Students' books closed. Put *The months of the year* poster on the board. Ask: *What month is it?* Then point to the month on the poster and answer: (*April*). The students repeat after you. Point to the next month and say: (*May*). The students repeat after you. Repeat the same procedure and present the rest of the months. Say the months in order. The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Talk with your friend.

Read the instructions and explain the task. Refer the students to the dialogue and have a pair read it aloud. Ask the students, in pairs, to act out similar dialogues. Go around the classroom monitoring and providing any help.

(Students' own answers)

(Activities to present and practise ordinal numbers.)



3 Match. Then listen, point and repeat. (TRACK 115)

Students' books closed. Say, then write on the board: **When's your birthday?** On the **fifteenth** of January. Underline the words in bold. The students repeat, chorally and individually. Explain to the students how the ordinal numbers are formed and how they are used. Draw their attention to the numbers with spelling difficulties (*first, second, third, fifth, ninth, twelfth, twentieth, thirtieth, etc*). Show the students how the ordinal numbers are formed after number *twenty* (*twenty-first, twenty-second, etc*).

Drill your students:

e.g. Teacher: one

Student 1: first, etc

Students' books open. Read the instructions and explain the task. Refer the students to the numbers and the words. Tell the students to match the words to the correct number. Play the recording. The students listen, point to and repeat both the cardinal and the ordinal numbers.

Answers: 1 – first, 2 – second, 3 – third,
4 – fourth, 5 – fifth, 9 – ninth,
12 – twelfth, 21 – twenty-first,
50 – fiftieth, 100 – hundredth



4 Read and complete.

Read the instructions and the example. Explain the task. Allow the students time to complete the task. Check their answers.

2 fourth 3 first 4 twelfth 5 second

★ 5 Listen, point and repeat. (TRACK 116)



FLASHCARDS (111-114)

Students' books closed. Put the flashcards on the board, one at a time. Point to each flashcard, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

★ 6 Look at the picture and read the sentences. Say yes or no.

Refer the students to the picture and read the examples. Explain the task. Ask individual students to read the sentences and say yes or no. Ask the rest of the class for verification.

- | | | |
|-------|-------|------|
| 3 no | 5 no | 7 no |
| 4 yes | 6 yes | 8 no |

★ FAIRY FILES

Before going into class

Bring in three dice to class.

Tell the class that you are going to do yet another one of your amazing mind-reading tricks! Turn your back and ask someone to roll the three dice (e.g. 3, 1, 5). Then ask them to do the following without telling you the numbers.

- 1 Add up the scores of the three dice (e.g. $3 + 1 + 5 = 9$).
- 2 Pick up any one of the dice and add the bottom face to the total (e.g. $9 + 2 = 11$).
- 3 Roll that same dice and add its new score (4) to the previous total (e.g. $11 + 4 = 15$).

Tell them to keep the final total in their mind, without telling you. Then, turn around, look at the three dice (e.g. 3, 1, 4), add seven to the scores that are showing, and make a dramatic gesture of being able to read the person's mind. Tell them that their total is (15). Magic!

ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)

Say: *This month is before August, but after June. Which month is it?* Elicit: *July*. Ask students to take your role and repeat the activity.

Note: For the next lesson, the students should know the new words.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 9 – The Fairy Garden

Lesson 2 – Grammar Land

- **Aims:** to present and practise question words
- **Extra materials:** blank slips of paper (one for each student), two empty tissue boxes (Ex. 5)

Note: Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ Question words

Students' books closed. Write the following questions and answers on the board:

| | |
|------------------------------|--|
| Who is that girl? | She's my sister. |
| What is that? | It's a fairy fish . |
| Where's my book? | It's in your bag . |
| When's your birthday? | On 17th April. |
| Why are you angry? | Because my dog ate my sandwich. |
| How old is Mary? | She's eleven years old . |

Underline the words in bold and read out the questions and the answers. The students repeat after you chorally and individually. Explain/Elicit what each question word means and when we use it.

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Talk with your friend.

Read the instructions and explain the task. Refer the students to the dialogue and have a pair read it aloud. Then refer the students to the prompts on the left and ask them, in pairs, to ask and answer the questions. Go around the classroom monitoring and providing any necessary help.

(Suggested answers)

Student 1: How do you spell your name?
Student 2: A – L – I – C – E.
Student 1: How old are you?
Student 2: I'm eleven years old.
Student 1: What is your favourite colour?
Student 2: Yellow.
Student 1: Who is your best friend?
Student 2: You are my best friend.

Student 1: What time do you usually get up?

Student 2: I get up at 7 o'clock.

Student 1: What is your phone number?

Student 2: My phone number is 659827.

★ 2 Read and correct.

Read the instructions and explain the task. Allow the students time to write the correct question words. Check their answers.

- | | |
|---------|--------|
| 2 When | 6 How |
| 3 Where | 7 When |
| 4 What | 8 What |
| 5 What | |

★ 3 Read and choose. Then match.

Read the instructions and explain the task. Allow the students time to choose the correct question words and then match. Check their answers.

- | | | |
|-------------|-----------|------------|
| 1 Why – d | 4 Who – f | 7 What – b |
| 2 Where – a | 5 How – g | |
| 3 What – e | 6 How – c | |

★ 4 Write the questions for the words in bold.

Read the instructions and explain the task. Allow the students time to read the answers and write the questions. Check their answers.

- | | |
|-------------------------|-------------------|
| 2 Who are you phoning | 6 Who is a doctor |
| 3 When is your birthday | 7 Where is Claire |
| 4 How old are you | 8 How much is it |
| 5 Where is the book | |

★ Let's play!

Before going into class

Have the blank slips of paper and two containers, such as empty tissue boxes, ready to use.

Divide the students into two teams (A and B) and hand each team some blank slips of paper. Each student from Team A has to write a question on the piece of paper provided. Tell the students they can write questions about anything they like, provided they begin with **Why** (e.g. *Why are you happy? Why do you like chocolate? etc*). Now tell each student from Team B to write an answer on the piece of paper provided. Tell the students they can write answers about anything they like, provided they begin with **Because** (e.g. *Because I was hungry. etc*). After they finish writing, both teams fold their pieces of paper and put them in the empty tissue boxes (the questions in one box and the answers in the other box). Invite a pair of students (one student from each team) to come to front of the class. Student 1 picks a piece of paper from the *Questions* box and Student 2 picks a piece of paper from the *Answers* box. Student 1 reads the question and Student 2 reads the answer. Students should find the game amusing as they read out the absurd answers to the questions.

e.g. *Student 1, Team A: Why did you go to bed early last night?*

Student 2, Team B: Because I went to school. etc

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask a student to come to the board. Ask four students to ask him a question. The student then has to remember the questions and answer them.

e.g. *Student 2: Where are you from?*

Student 3: What is your favourite colour?

Student 4: Who is your best friend?

Student 5: When is your birthday?

Student 1: I'm from London. My favourite colour is blue. Mike is my best friend. My birthday is in July. etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 9 – The Fairy Garden

Lesson 3 – Grammar Land

- **Aims:** to present and practise the Future Simple

Note: Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ Future Simple

Students' books closed. Say, then write on the board: *I **will go** to Italy in the summer.* Underline the words in bold. The students repeat, chorally and individually. Explain that this is the *Future Simple* tense. Explain that the future simple is formed with **will** and the base form of the verb, and that we use it to talk about future actions.

Draw the students' attention to the short form of **will** (i.e. *'ll*). Present the negative and interrogative forms in the same way as the affirmative. Present the **short answers** by asking the students and writing on the board: *Will you go to (Italy) in the summer?* Elicit answers and write them on the board: **Yes, I will.** / **No, I won't.** Underline the words in bold. The students repeat after you.

Students' books open. Read through the sentences in the grammar box and draw the students' attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

1 ★ Read and write *will* or *won't*.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- | | |
|---------|---------|
| 2 will | 4 won't |
| 3 won't | 5 won't |

2 ★ Look, ask and answer.

Read the instructions and explain the task. Refer the students to the pictures and the prompts. Ask the students questions about the picture showing the boy (e.g. *What is he wearing? What's he holding? etc*). Refer the students to the example and ask a pair to read it aloud. Then refer them to the picture of the grown man in 2040. Explain that this is the boy in the future. Ask them questions about the pictures (e.g. *Where is the man? Who is with him? etc*). Refer the

students to the example and ask a pair to read it aloud. Then let the students, in pairs, ask and answer questions using the future tense, as in the example. Check round the classroom. Ask some pairs to report back to the class.

(Suggested answers)

- Student 1: Will he wear glasses?
Student 2: No, he won't.
Student 3: Will he have a beard and a moustache?
Student 4: Yes, he will.
Student 5: Will he ride a motorbike?
Student 6: No, he won't.
Student 7: Will he have a dog?
Student 8: No, he won't.
Student 9: Will he have two children?
Student 10: Yes, he will.

3 ★ Complete. Use *He'll* or *He won't*.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- | | | |
|------------|------------|---------|
| 2 He won't | 4 He won't | 6 He'll |
| 3 He'll | 5 He won't | |

★ 4 Read and say yes or no. Then write.

Refer the students to the pictures and the table. Read the instructions and explain the task. Allow the students time to read the prompts and answer yes or no about themselves. Then the students write sentences in their notebooks, as in the example.

(Suggested answers)

I will be famous./I won't be famous.

I will travel around the world./I won't travel around the world.

I will have a beard and a moustache./I won't have a beard and a moustache.

I will live in a big city./I won't live in a big city.

I will have a lot of pets./I won't have a lot of pets.

★ 5 Who will do what? Listen and find out. (TRACK 117)

Read the instructions and explain the task. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

1 b 2 a 3 d 4 c

TAPESCRIPT

A: Let's organise our picnic for next Sunday. Michael, will you make a cake?

Michael: Yes, of course.

A: Thanks, Michael. Robert, will you bring a recording player?

Robert: Sorry. My recording player isn't working. I'll buy the cola.

A: OK, Robert will buy the cola. But what about the recording player?

Helen: It's OK. I'll bring a recording player.

A: Thanks, Helen. Katy, will you bring a blanket, please?

Katy: Of course.

A: Right, we seem to have everything ...

Now refer the students to the exchange in the example and tell them to ask and answer questions about who will do what for the picnic, as in the example.

(Suggested answers)

2 **A:** Who will buy the cola?

B: Robert will.

3 **A:** Who will bring a recording player?

B: Helen will.

4 **A:** Who will bring a blanket?

B: Katy will.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Refer the students to the prompts back in Ex. 2. Ask the students, in pairs, to ask and answer questions based on these prompts about themselves in the future.

e.g. *Student 1: Will you have a big house?*

Student 2: Yes, I will. etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 9 – The Fairy Garden

Lesson 4

- **Aims:** to listen to and read a story about Erlina getting ready for Fairy Day and the characters helping her prepare her garden, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: I'm getting my garden ready for Fairy Day! When's Fairy Day? On 24th June. They're fairy armadillos! Will you help me with my garden? And who will feed Faye and Fifi? We'll feed them! I hope it won't rain.
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Ask individual students questions about what they think they will look/be like in the future and elicit responses.

- e.g. Teacher: Will you have long hair?
Student 1: Yes, I will.
Teacher: Will you wear glasses?
Student 2: No, I won't. etc

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 118)

Students' books closed. Write on the board: *Fairy Day*, *Fairy penguins* and *Pink fairy armadillos*. Ask the students if they know/have heard of anything related to these words and give them some background information:

- **Fairy Day:** The official Fairy Day is on 24th June. Usually on this day people celebrate fairies and everything linked to nature and beauty. Some of the events include: fairy tea (flower-shaped sandwiches, fruit and vegetables, etc), fairy fashion parade (children dressed like fairies), fairy garden viewing (walking around gardens), etc.
- **Fairy penguins:** They are about 35 centimetres (14 inches) in height and approximately one kilogram (about two pounds) in weight. They live on Phillip Island, Australia.

- **Pink fairy armadillos:** They are the smallest armadillo, being approximately 90-115 mm (3½ - 4½'') long excluding the tail, and are pale rose or pink in colour. They live in central Argentina.

Students' books open. Go through the pictures of the dialogue and set the scene by asking questions.

- e.g. Teacher: Where are the children?
Student 1: In Erlina's garden.
Teacher: What's Erlina wearing?
Student 2: A hat and gloves.
Teacher: How many Fairy penguins are there?
Student 3: Two. etc

Write on the board: *Who will get some from the?* Ask the students to listen to the dialogue and complete the question. Play the recording. The students listen, follow the dialogue and complete the task.

Answers: water, well

2 Read the dialogue again and say yes or no.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and answer the questions with *yes* or *no*. Ask the rest of the class for verification.

1 yes 2 no 3 yes 4 no

Extension

Play the recording again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

Read the question at the bottom of page 87. Ask the students to tell you if they celebrate Fairy Day in their country and have a class discussion about it.

(Students' own answers)

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: I'm getting my garden ready for ...

Class: Fairy Day! etc

Note: If you wish, have the students close their books during this activity.

Module 9 – The Fairy Garden

Lesson 5

- **Aims:** to talk about the future, make wishes, to develop listening skills, to develop the students' reading and writing skills
- **Vocabulary:** bluebird, throw, silver coin, fairy bell
- **Language focus**
Structures: consolidation
Language in use: In the Magic Garden we'll make a magic spell. We'll throw a silver coin in the wishing well! I will ask for a new camera. In the future, we'll go on holiday to the moon.
- **Extra materials:** flashcards (115-118)

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 119)



FLASHCARDS (115-118)

Students' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 Sing along! (TRACK 120)

Read the instructions and explain the task. Refer the students to the picture and ask them what they see (*a boy throwing a coin in the wishing well, two fairy fish, fairy bells, a fairy penguin, etc*). Play the recording. The students listen and sing along. Alternatively, ask the students to perform the following actions:

Fairy flowers and fairy fish – (cross fingers and sway from side to side)

Will you help us make a wish?

Fairy bluebird, fairy wren,

Close your eyes and count to ten! (close eyes as though wishing)

In the Magic Garden (wave a pretend wand in the air)

We'll make a magic spell.

We'll throw a silver coin (mime throwing a coin in the well)

In the wishing well!

Fairy flowers and fairy fish – (cross fingers and sway from side to side)

Will you help us make a wish?

Fairy penguin, fairy bell,

We'll see you by the wishing well! (close eyes as though wishing)

3 Throw a coin in the wishing well and make a wish. What will you wish for?

Read the instructions and explain the task. Refer the students to the picture and read out the example (elicit the word 'camera'). Then refer them to the prompts and ask individual students to read them out. Explain/Elicit any unknown words. Ask the students to think for a while and decide what they will ask for. Explain that they can use one of the ideas in Ex. 3 or anything else.

(Students' own answers)

Compare your answers with your friend.

Ask the students, in pairs, to say what they will wish for.

e.g. *Student 1: I'll wish for an A in my test. What about you?*

Student 2: I'll wish for a new doll. etc

READING & WRITING

(Activities to develop the students' reading and writing skills.)

★ 4 Read and say yes or no. (TRACK 121)

Read the instructions and explain the task. Read the title and refer the students to the pictures and the texts. Elicit/Explain the words *energy*, *electricity* and *chip*. Allow the students time to read the texts and answer sentences 1-4 with yes or no. Play the recording. The students listen and check their answers.

- 1 yes 2 no 3 no 4 yes

★ 5 Portfolio: Write about life in the future. Stick or draw pictures.

Ask the students to write a short text about what they think life will be like in the future and stick or draw a picture. Tell them to use the texts in Ex. 4 as models. (e.g. *In the future we'll have bicycles that can fly.*) Allow the students time to write their texts and draw their pictures.

Alternatively, you can ask the students to write their texts and draw their pictures as part of their homework.

(Students' own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Refer the students to the picture and ask them what they see. Read the tongue twister. Ask the students, one at a time, to say the tongue twister as fast as they can. The student who says it without making a mistake is the winner.

Point to the facts in the *Did you know?* box and read them. Ask the students to choose one of the fairy animals. Tell them to use the Internet and find more information and pictures about their chosen animals.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Write the following on the board:

| | |
|--------------------------------|---------------------------|
| <i>become an artist</i> | <i>have a big house</i> |
| <i>be rich</i> | <i>have a lot of pets</i> |
| <i>have a lot of children</i> | <i>study History</i> |
| <i>travel around the world</i> | <i>ride a motorbike</i> |
| <i>have long hair</i> | <i>become a singer</i> |
| <i>study English</i> | <i>be very rich</i> |
| <i>have a lot of friends</i> | <i>travel into space</i> |
| <i>go to London</i> | <i>study Science</i> |
| <i>become an athlete</i> | <i>have a car</i> |
| <i>live in a small town</i> | <i>become a pilot</i> |

Ask individual students to come to the board and say one thing they'll do and one thing they won't do in the future/when they grow up.

e.g. *Student 1: In the future I'll travel around the world. I won't become an artist. etc*

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 9 – The Fairy Garden

Lesson 7 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** consolidation

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p.71 (Track 112).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)



Listen and read the story. (TRACK 122)

Present the story. Point to Katya in the picture and say: *I don't want your stones. Please, give me my Danila!* Ask individual students to repeat. Direct the students' attention to the picture. Play the recording for the students to listen and follow in their books. Play the recording again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then individual students read out the story.

Extension

Ask for a volunteer to be the narrator and three more volunteers to read the roles of Katya, Danila and the Mistress. Repeat with different students.

1 Who says the following sentences? Read the story again and answer.

Read the instructions and explain the activity. Read through the sentences and allow the students time to read the story again and complete the task. Check their answers.

- | | |
|----------------|----------------|
| 1 Katya | 3 The Mistress |
| 2 The Mistress | 4 Danila |

2 What do you think will happen next? Tell the class. Choose from the following or use your own ideas.

Read the instructions and explain the activity. Ask the students to say what they think will happen next in the story. Elicit their answers.

(Students' own answers)

3 Let's sing! (TRACK 123)

Ask the students to look at the picture. Point to the Mistress and say: *Choose, Danila*. The students repeat after you. Play the recording. The students listen and point to the Mistress. Play the recording again. The students sing along.

ENDING THE LESSON

Divide the students into three groups and assign a verse to each group. Play the recording. The students sing along when they hear their assigned verses.

Module 9 – The Fairy Garden

Lesson 8 – Phonics

- **Aims:** consolidation

BEGINNING THE LESSON

Play the song from the previous lesson (Track 123). The students listen and sing along.

PRESENTATION & PRACTICE

1 Read the story first to yourself and then to your friend.

Students' books closed. Tell the students they are going to read the story of *The bird with one wing*. Ask them what they think the story is going to be about. Elicit their answers.

Students' books open. Read the instructions and explain the task. Ask the students to get in pairs. Allow the students time to read the story first to themselves and then to their friends.

2 Find words in the story with the following sounds.

Read the instructions and explain the activity. Ask the students to look at the story again and find the words. Allow them time to complete the task. Check their answers.

- | | | |
|-------------|------------|-----------|
| 2 fly | 6 crack | 10 clean |
| 3 away | 7 catch | 11 flew |
| 4 alone | 8 kitchens | 12 warmer |
| 5 squirrels | 9 knocked | |

3 Read the story again. What's the moral of the story?

Read the instructions and explain the activity. Ask the students to say what the moral of this story is (there's a place for everyone). Elicit their answers.

4 Write your own version of the story. Change the animals the little bird meets and what they ask it to do.

Read the instructions and explain the activity. Ask the students to write their own version of the story changing the animals the little bird meets and what they ask it to do. (e.g. *Just then the little bird saw some bears. "Can I live with you?" it asked. "Can you fish for us?" asked the bear. "No, I can't," said the bird. "Then you cannot live with us," said the bear.*)

ENDING THE LESSON

(An activity to consolidate the language in the lesson.)

Ask the students to draw a picture of one of the animals they chose to write about in Ex. 4. Have the students present their pictures and read their stories to the class.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: When is your birthday?*
Student 1: It's on 5th April. etc

Note: It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Complete the missing months.

Explain the activity. The students look and write the missing months.

- | | |
|----------|------------|
| 1 April | 4 October |
| 2 June | 5 December |
| 3 August | |

2 Read and match.

The students read and match the numbers.

- 1 f 2 d 3 a 4 b 5 e

3 Make sentences.

Explain the activity. The students put the words in order to make sentences.

- 1 I hope it won't snow.
- 2 They'll be here at seven.
- 3 Will he buy a new car?
- 4 She won't come to the party.

4 Read and answer.

Explain the activity. The students read the questions and answer them.

(Suggested answers)

- 1 My last name is (Jones).
- 2 I'm from (London).
- 3 My birthday is on (24th March).
- 4 My favourite singer is (Rihanna).

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

Module 10 – Port Fairy

Lesson 1

- **Aims:** to talk about holidays and things to take on a holiday
- **Vocabulary:** swimsuit, swimming trunks, sandals, sleeping bag, sun cream, sunglasses
- **Language focus**
Structures: be going to (affirmative)
Language in use: Boys wear swimming trunks when they go swimming. I'm going to swim!
- **Extra materials:** Progress Report Cards, On holiday poster, photocopies of the sentence template (FAIRY FILES)

BEGINNING THE LESSON

Hand out the completed *Progress Report Cards* for the previous module and ask the students to file them in their *Junior Language Portfolios*.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 124)



POSTER

Students' books closed. Put the *On holiday* poster on the board. Point to the items (*swimsuit, swimming trunks, sandals, sleeping bag, sun cream, sunglasses*), one at a time, and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat chorally and individually. Check their pronunciation and intonation.

2 Read the sentences and find the words.

Read the instructions and explain the task. The students read the sentences and find the items. Allow them time to complete the task and check their answers.

- | | |
|-------------------|----------------|
| 1 swimming trunks | 5 sleeping bag |
| 2 sun cream | 6 sunglasses |
| 3 swimsuit | |
| 4 sandals | |

3 What aren't they wearing? Choose.

Read the instructions and explain the task. Allow the students time to look at the puppets and choose what they aren't wearing. Check their answers.

- | | |
|---------|------------|
| 1 skirt | 3 dress |
| 2 coat | 4 swimsuit |

FAIRY FILES

Before going into class

Photocopy the *sentence* template [p. 144(T)].

The trick is an optical illusion. When someone is reading it, they usually don't read the second *the* in the sentence.

Photocopy the template and show it to the class. Ask someone to read it. Ask a few students in turn to read it and then ask: *Does everyone agree that it reads 'I'm going to go swimming in the summer'?* Then, point to the words one by one and ask them to repeat! They will see that there is one extra **the**. Tell them to try this out at home on their friends and family!

4 Listen, point and repeat. (TRACK 125)



POSTER

Students' books closed. Refer the students to the *On holiday* poster on the board. Point to the pictures (*rucksack, map, tent, souvenir, camp, wetsuit, dive, surf*), one at a time, read and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

5 Complete. Then sing along! (TRACK 126)

Read the instructions and explain the task. Refer the students to the song and ask them to read and complete the gaps. Play the recording, twice if necessary. The students listen and check their answers.

2 blue 3 eat 4 tent 5 bear

Play the recording again. The students listen and sing along.

6 Rearrange the letters to find out what Sam is going to do on holiday.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

2 camping 4 swimming
3 surfing 5 fishing

ENDING THE LESSON

(An activity to consolidate the vocabulary of the lesson.)

Ask the students to draw a suitcase with four things they are going to take with them while on holiday. Individual students show their drawings to the rest of the class, point to and name the items in the suitcase.

Note: For the next lesson, the students should know the new words.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Port Fairy

Lesson 2 – Grammar Land

- **Aims:** to present and practise “be going to”

Note: Depending on your students’ needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ Be going to

Students’ books closed. Say, then write on the board: ***I am going to** play chess tonight.* Underline the words in bold. The students repeat after you. Explain that we use **be going to** to talk about future plans and intentions for the future. Show the students how the affirmative is formed. Present all the other persons of the affirmative in the same way. Say, then write on the board: ***I am not going to** go diving this summer.* Underline the words in bold. The students repeat after you. Show the students how the negative is formed. Write: ***I’m not going to** go diving this summer.* Underline the words in bold and explain that this is the short form. Present all the other persons of the negative in the same way. Say, then write on the board: ***Are you going to** go camping this summer?* Underline the words in bold. The students repeat after you.

Show the students how the interrogative is formed. Present all the other persons of the interrogative in the same way. Present the **short answers** by asking the students and writing on the board: *Are you going to go camping this summer?* Elicit answers and write them on the board: ***Yes, I am./No, I’m not.*** Underline the words in bold. The students repeat after you.

Students’ books open. Read through the sentences in the grammar box and draw the students’ attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student’s Book* for a more detailed explanation of the grammar.

PRACTICE

1 ★ Read and complete. Use *am, is or are*.

Read the instructions and explain the task. Allow the students time to complete it and check their answers.

- | | | | |
|-------|-------|------|-------|
| 1 am | 3 is | 5 is | 7 am |
| 2 are | 4 are | 6 is | 8 are |

2 ★ What are Pog and Trog going to do next week? Look and say.

Read the instructions and explain the task. Refer the students to Pog and Trog’s calendar for next week and to the example. Read out the example and explain to the students that we can use **next** Monday, Tuesday, etc./month/year when we refer to the future. Ask individual students to make similar sentences about Pog and Trog’s plans for next week.

(Suggested answers)

Pog and Trog are going to go dancing next Tuesday.
Pog and Trog are going to go to the dentist’s next Wednesday.

Pog and Trog are going to play tennis next Thursday.
Pog and Trog are going to watch a football match next Friday.

Pog and Trog are going to go to Popsie’s party next Saturday.

3 ★ What about you? Tell your friend.

Read the instructions and explain the task. The students, in pairs, tell their partner what they are going to do next week. Go around the classroom monitoring and providing assistance where necessary. Ask some pairs to report back to the class.

e.g. Student 1: *I’m going to visit my grandma next Monday. What about you?*

Student 2: *I’m going to play football next Monday. etc*

★ 4 What are Jake and Jilly going to do tomorrow? Talk with your friend.

Read the instructions and explain the task. Refer the students to the table and ask individual students to read out the activities. Ask a pair of students to read out the example. Ask the students, in pairs, to ask and answer questions about what Jake and Jilly are going to do tomorrow. Go around the classroom and check their answers. Ask some pairs to report back to the class.

(Suggested answers)

Student 1: Is Jake going to buy a map?

Student 2: No, he isn't. Is Jilly going to buy a map?

Student 1: Yes, she is.

Student 1: Is Jake going to go camping?

Student 2: Yes, he is. Is Jilly going to go camping?

Student 1: Yes, she is.

Student 1: Is Jake going to buy souvenirs?

Student 2: No, he isn't. Is Jilly going to buy souvenirs?

Student 1: No, she isn't.

Student 1: Is Jake going to go diving?

Student 2: Yes, he is. Is Jilly going to go diving?

Student 1: No, she isn't.

Student 1: Is Jake going to go surfing?

Student 2: No, he isn't. Is Jilly going to go surfing?

Student 1: Yes, she is.

★ 5 Read and answer.

Explain the task. The students answer the questions.

(Suggested answers)

- 1 I am going to go camping at Lake Baikal.
- 2 I am going to go with my family.
- 3 We are going to go by car.
- 4 We are going to take a tent and sleeping bags with us.
- 5 We are going to walk, swim and go fishing there.

★ Let's play!

Refer the students to the picture and read the example. Brainstorm for jobs and write them on the board. Explain the game. Ask a student to come to the front of the class and mime a job. The rest of the class tries to guess what he/she is going to be when he grows up. Whoever guesses correctly comes to the front and the game continues.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to write their own calendar with plans for next week. When they have finished, ask individual students to come to the front of the class and tell their classmates about their plans.

e.g. Student 1: I'm going to visit my grandma next Monday. I'm going to play football next Tuesday. etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Port Fairy

Lesson 3 – Grammar Land

- **Aims:** to present and practise the Present Perfect tense

Note: Depending on your students' needs, you can spend more than one lesson on *Grammar Land*.

PRESENTATION

★ Present Perfect

Students' books closed. Say, then write on the board: *I **have finished** my homework.* Underline the words in bold. The students repeat after you. Explain that this is the *Present Perfect* tense and that we use it to talk about a past action that has some relevance to the present. Elicit the formation of all persons in the affirmative. Ask, then write on the board: ***Have** you **finished** your homework?* Underline the words in bold. The students repeat, chorally and individually. Elicit the formation of questions in the Present Perfect. Read the question again and answer: *I **haven't finished** my homework.* Underline the words in bold. The students repeat after you. Elicit the formation of the negative. Present the short answers: ***Have** you **seen** this film?* Nod, then say and write: ***Yes, I have.*** Ask again, shake your head and answer: ***No, I haven't.*** Underline the words in bold. The students repeat after you. Explain to the students that we can use the time expressions *already, never, ever, yet* with the Present Perfect tense. (*I **have already** eaten. They **have never been** to England. **Have** you **ever met** a famous person? I **haven't called** him **yet**).* Explain their meaning and their place in the sentences.

Students' book open. Read through the sentences in the grammar box and draw the students attention to the words in bold.

Note: You may refer the students to the *Grammar Reference* section at the back of the *Student's Book* for a more detailed explanation of the grammar.

PRACTICE

★ 1 Complete the sentences using the verbs in the *present perfect*.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- | | |
|--------------------|-------------------|
| 2 have lived | 5 haven't watched |
| 3 has stayed | 6 have played |
| 4 Have they called | |

★ 2 Match. Go to p.125 and check your answers.

Read the instructions and explain the task. Allow the students time to complete the task and then refer them to p.125 to check their answers.

| | |
|----------------|-----------------|
| come – come | write – written |
| be – been | swim – swum |
| fly – flown | break – broken |
| go – gone | see – seen |
| drive – driven | know – known |
| run – run | buy – bought |
| sit – sat | take – taken |
| make – made | eat – eaten |
| do – done | drink – drunk |

3 What has Maria Petrova done in her life? Look at the pictures and make sentences. Use the phrases below.

Read the instructions and explain the task. Read through the phrases and direct the students' attention to the pictures. Read the example. Allow the students time to complete the task. Check their answers.

- 2 She has driven a tractor.
- 3 She has met Vladimir Putin.
- 4 She has been to Rome.
- 5 She has eaten frogs' legs.
- 6 She has swum across the Black Sea.

4 What has Jim already done? What hasn't he done yet? Look at the list and say.

Read the instructions and explain the task. Read the examples. Point out that **already** comes before the main verb, whereas **yet** comes at the end of the sentence. Read through the prompts. Allow the students time to write sentences about what Jim has/hasn't already done.

He hasn't bought sandals yet.
He has already made lunch.
He has already written to Julie.
He hasn't taken the dog for a walk yet.
He hasn't called Mark yet.
He has already played tennis with Roy.

5 Make questions. Then answer them about yourself.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- 2 Have you ever visited Red Square.
Yes, I have. / No, I haven't.
- 3 Have you ever swum in a river?
Yes, I have. / No, I haven't.
- 4 Have you ever made breakfast for your mother?
Yes, I have. / No, I haven't.
- 5 Have you ever met somebody famous?
Yes, I have. / No, I haven't.
- 6 Have you ever drunk tea?
Yes, I have. / No, I haven't.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Ask the students to say three things they have already done and three things they haven't done yet.

e.g. *Student 1: I have already travelled to Italy.*

I haven't travelled to France yet. etc

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Port Fairy

Lesson 4

- **Aims:** to listen to and read a story about the characters flying to Port Fairy and Alvin swimming with the dolphins, to consolidate the language taught
- **Vocabulary:** consolidation
- **Language focus**
Structures: consolidation
Language in use: We're going to go on that plane to Port Fairy! I'm going to need a lot of things! Alvin and Erlina are going to come, too. What are we going to do today? We're going to have a great summer!
- **Extra materials:** none

BEGINNING THE LESSON

(Activities to revise the language of Lesson 3.)

Approach the student sitting at the front and ask him/her what he/she is going to do tomorrow. The student answers and then he/she asks the same question to the student next to him/her and so on.

e.g. Teacher: What are you going to do tomorrow?
Student 1: I'm going to go to school. (asks the student next to him/her) What are you going to do tomorrow?
Student 2: I'm going to play football. etc

If you have assigned any written homework, correct it before beginning the lesson.

LISTENING & READING

(Activities to develop the students' listening and reading skills.)

1 Listen and read the dialogue. (TRACK 127)

Go through the pictures of the dialogue and set the scene by asking questions.

e.g. Teacher: What are the children going to do?
Student 1: They are going to go on holiday.
Teacher: Who is with them?
Student 2: Miss Dee.
Teacher: Are Alvin and Erlina going to go with them, too?
Student 3: Yes. etc

Write on the board: *suitcase, swimming trunks, swimsuit, sunglasses, sandals, sun cream, sleeping bag, wetsuit*. Explain to the students that they will listen to the dialogue and say which of the items are heard. Play the recording. The students listen, follow the dialogue and complete the task.

Answer: suitcase, swimming trunks, sun cream, wetsuit

2 Read the dialogue again and say yes or no.

Read the instructions and explain the task. Refer the students to the dialogue and allow them time to read the story again and answer the questions with yes or no. Ask the rest of the class for verification.

1 no 2 yes 3 yes 4 no

Extension

Play the recording again with pauses for the students to listen and repeat chorally. Check their pronunciation and intonation.

Read the question at the bottom of page 103. Ask the students to tell you if they think there is a place called Port Fairy. Most likely the students will say no, but tell them that actually there is a Port Fairy in Victoria, Australia, and that it is a very popular holiday destination, mainly because of the numerous festivals that are held there!

(Students' own answers)

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Hold up your book to the class. Read out the dialogue and point to the pictures in turn. Repeat, this time inviting the students to finish the sentences.

e.g. Teacher: I'm going to go ...

Class: diving! etc

Note: If you wish, have the students close their books during this activity.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Port Fairy

Lesson 5

- **Aims:** to talk about holidays, to develop the students' listening, reading and writing skills
- **Vocabulary:** dove, wing, sky, wave, handbag
- **Language focus**
Structures: consolidation
Language in use: We are going to fly to the sky. We are going on holiday! I'm going to go camping with my dad next weekend.
- **Extra materials:** flashcards (119-122)

BEGINNING THE LESSON

(Activities to revise the language of Lesson 4.)

Assign roles. The students read out the dialogue from Lesson 4.

If you have assigned any written homework, correct it before beginning the lesson.

PRESENTATION & PRACTICE

(Activities to present and activate the vocabulary of the lesson.)

1 Listen, point and repeat. (TRACK 128)



FLASHCARDS (119-122)

Students' books closed. Put the flashcards on the board, one at a time. Point to each flashcard and say the corresponding word(s). The students listen and repeat, chorally and individually.

Students' books open. Play the recording. The students listen to the words and point to the pictures. Play the recording again. The students listen and repeat, chorally and individually. Check their pronunciation and intonation.

2 I am you! Imagine you are your friend. Complete the sentences.

Read the instructions and explain the task. Ask the students if they think they know their friends really well! Allow the students time to complete the sentences about their friend.

(Students' own answers)



Compare your answers with your friend's answers. Are any of your answers right?

Ask the students to compare their answers with their friends and see how well they know each other!

(Students' own answers)



3 Sing along! (TRACK 129)

Read the instructions and explain the task. Refer the students to the picture and ask them what they see (*Harry, Emma, Mona and Lee are flying on a dove and Alvin is in a basket under them*). Play the recording. The students listen and sing along. Alternatively, ask the students to perform the following actions:

We are going to fly to the sky, (mime flying)

We are going on holiday!

Yes, we're going to fly on the wings of a dove

Singing Polly - Wolly - Doodle all the day! (wave both hands)

Fly away! (flap imaginary wings)

Fly away!

We are going to fly away!

We are going away on a holiday

Singing Polly - Wolly - Doodle all the day! (wave both hands)

We are going to fly to the sky, (mime flying)

We are going on holiday!

Yes, we're going to send you lots of love (blow kisses)

Singing Polly - Wolly - Doodle all the day! (wave both hands)

READING & WRITING

(Activities to develop the students' reading and writing skills.)

★ 4 Read the text and choose the right word. (TRACK 130)

Read the instructions and explain the task. Ask the students to look at the letter and the picture and have a picture discussion as to what they can see (*a girl, a tent, a river, the sun, etc*). Ask the students to read the letter and choose the correct word(s). Play the recording. The students listen and check their answers.

- | | | |
|-----------|---------|--------|
| 1 camping | 3 sunny | 5 next |
| 2 tent | 4 cook | |

★ 5 Portfolio: What do you like about your home? Write a few sentences. Attach or draw pictures.

Ask the students to write a letter to a friend about what they like about their home, and stick or draw a picture. Tell them to use the letter in Ex. 4 as a model and draw their attention to the letter format. Allow the students time to write their letters and draw their pictures.

Alternatively, you can ask the students to write their letters and draw their pictures at home as part of their homework.

(Students' own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

FUN TIME

Ask the students to read the proverb and say what they think it means (no matter how large the task, it all starts with one small step). Ask the students if they have a similar proverb in their country. Elicit the students' answers.

Refer the students to the *Did you know?* box. Read it and explain any unknown words. Ask the students to explain the rhyme in their own language. Have a discussion.

ENDING THE LESSON

(An activity to consolidate the language of the lesson.)

Demonstrate the following dialogue with a student:

Teacher: Where are you going to go on holiday?

Student 1: I'm going to go to Mexico.

Teacher: Have a nice holiday!

Student 1: Thank you!

The students, in pairs, act out similar exchanges.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Module 10 – Port Fairy

Lesson 7 – Storyland

- **Aims:** to practise reading for pleasure
- **Vocabulary:** couple, stone carver
- **Extra materials:** flashcards (123-124)

BEGINNING THE LESSON

Ask the students what they remember from the previous part of the story and invite them to sing the song from p.93 (Track 123).

PRESENTATION & PRACTICE

(Activities to present the tale of 'The Stone Flower'.)

★ **Listen, point to the pictures, and say the words. (TRACK 132)**



FLASHCARDS (123-124)

Students' books closed. Put the flashcards up on the board. Point to the flashcard of *couple* and say the name. The students repeat after you. Repeat for the remaining flashcard.

Students' books open. Play the recording. The students listen, point and say the words.

TAPESCRIPT

couple, stone carver

★ **Listen and read the story. (TRACK 133)**

Students' books open. Put the flashcards on the board in the following order (*couple, stone carver*) and present the story. Say: *Everyone in the village is excited to see the young couple back together again.* Ask individual students to repeat. Direct the students' attention to the picture. Play the recording for the students to listen and follow in their books. Play the recording again. The students listen and repeat, chorally and/or individually. Explain any unknown words/phrases at this time. Then individual students read out the story.

Extension

Ask for a volunteer to be the narrator and more volunteers to read the roles of the rest of the characters. Repeat with different students.

1 Are the sentences True or False? **Read the story again and say *true* or *false*.**

Read the instructions and explain the activity. Read through the sentences and allow the students time to read the story again and complete the task. Check their answers.

- 1 true
- 2 false
- 3 false
- 4 true
- 5 true

2 Read the story again and find the word/words that mean:

Read the instructions and explain the activity. Ask the students to read the story again and write the words. Check their answers.

- 1 all right
- 2 couple
- 3 study
- 4 far away

3 Let's sing! (TRACK 134)

Ask the students to look at the picture. Point to Katya and Danila and say: *The most precious things in life are right before your eyes.* The students repeat after you. Play the recording. The students listen and point to the couple. Play the recording again. The students sing along.

ENDING THE LESSON

Divide the students into three groups and assign a verse to each group. Play the recording. The students sing along when they hear their assigned verses.

Module 10 – Port Fairy

Lesson 8 – Phonics

- **Aims:** consolidation

BEGINNING THE LESSON

Play the song from the previous lesson (Track 134). The students listen and sing along.

PRESENTATION & PRACTICE

1 Complete the story. Then read it to your friend.

Students' books closed. Tell the students they are going to read the story of *The hungry little dog*. Ask them what they think the story is going to be about. Elicit their answers.

Students' books open. Read the instructions and explain the task. Allow the students time to read the story and write the words. Check their answers. Ask the students to get in pairs. The students read the story to their friends.

- | | |
|-----------|-------------|
| 2 home | 7 actor |
| 3 food | 8 money |
| 4 paper | 9 dinner |
| 5 gave | 10 mornings |
| 6 special | 11 star |

2 Read the story again and answer the questions.

Read the instructions and explain the activity. Ask the students to read the story again and answer the questions. Check their answers.

- 1 He knocked things over.
- 2 Lucky.
- 3 Lucky made a lot of money and was very pleased.

3 Work in pairs. Student A is the dog's master. Student B is a reporter who wants to find out all the information he/she can about the dog. Act out the interview.

Read the instructions and explain the activity. The students, in pairs, take roles and act out the interview.

(Suggested answers)

Reporter: What's the dog's name?

Dog's master: Lucky.

Reporter: What did Lucky do when he was excited?

Dog's master: He knocked things over. etc

ENDING THE LESSON

(An activity to revise the sounds in the lesson.)

Divide the class into two teams, A and B. Choose a student from Team A. Say the /ei/ sound and ask the student to say a word with the same sound e.g. *gave*. A correct answer gets one point. Repeat with a student from Team B. Continue the game with different sounds and until everyone has had a turn. The team with the most points wins.

WORKBOOK (Optional)

Assign the corresponding exercises from the *Workbook* as written H/W. If this is the case, make sure you do them first orally in class.

Checkpoint

- **Aims:** to consolidate the module, to monitor the students' progress

Do a quick revision of what the students have learnt in the module.

e.g. *Teacher: Are you going to play computer games?*

Student 1: Yes, I am. etc

Note: It is important that the students do not feel they are being tested. The rationale of this quick revision is to make the students aware of their progress in the English language. Always praise the students' efforts and encourage everyone to participate.

After this quick revision, the students work on their own and do the exercises.

1 Look at the pictures. Then read and find the words.

Explain the activity. The students look at the pictures, read the sentences and find the words.

- 1 sun cream
- 2 souvenir
- 3 map
- 4 sandals
- 5 rucksack

2 Read and match.

The students read the sentences and match.

- 1 d
- 2 f
- 3 b
- 4 a
- 5 c

3 Read and choose *a* or *b*.

Explain the activity. The students read the sentences and choose the correct answer.

- 1 b
- 2 a
- 3 b
- 4 b
- 5 b

Now I can ...

Once all the exercises have been corrected, ask the students to tell you how they feel about the module. Ask if they can tell you what they have learnt and what they liked the best (e.g. *exercises, stories, etc*). Then refer the students to the *Now I can* box and read through it with them.

Our World/My World

- **Aims:** to talk about family holidays
- **Vocabulary:** snowmobile, music hall, roller coaster
- **Extra materials:** none

BEGINNING THE LESSON

Write *holiday resort* on the board and explain/elicit what it means. Ask the students if they know any holiday resorts in their country and if they have ever been there. Ask them what kind of activities families usually do there (e.g. *swimming, water-skiing, skiing, etc.*).

PRESENTATION & PRACTICE

1 Choose the best holiday for each family.

Read the instructions and explain the task. Refer the students to the family pictures and read out the family name and what they like (1-3). Point to the holiday destinations below and ask the students to choose the best holiday destination according to what each family likes. Allow the students time to read the texts and complete the task. Check their answers.

- 1 Blackpool 2 Corfu 3 Banff

★ 2 Read the text and explain the words in bold. Check your answers with the dictionary at the back of the book.

Read the instructions and explain the task. Allow the students time to read the text and explain the words in bold. The students refer to the dictionary at the back of their books to check their answers.

resort – a place where you can go to rest, do a sport, etc.

ski slopes – the sides of a hill or mountain where you can ski

lifts – machines with seats hanging from moving wires that carry people to the top of slopes so they can ski down

local – responsible for a small area

airport – a place where planes take off and land

★ 3 Read the text again and complete the sentences.

Read the instructions and explain the task. The students read the text again and complete the sentences. Check their answers.

- 1 resort
- 2 2014 Winter
- 3 45 km
- 4 airport, train station

★ 4 Portfolio: Write about a famous holiday resort in your country.

Read the instructions and explain the task. Ask the students to write about a famous holiday resort in their country and stick or draw a picture. Tell them to use the texts in Ex. 1 as models. Allow them time to do the project. You can ask individual students to present their project to the class.

Alternatively, you can ask the students to do the project at home as part of their homework.

(Students' own answers)

Note: Once the students have completed their projects, guide them on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

Ask the students, in pairs or in groups, to draw a picture of an ideal holiday resort. Make sure you display their work somewhere in the class.

Go Green

- **Aims:** to raise the students' environmental awareness, to talk about Earth Day, recycle, reuse
- **Vocabulary:** consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Write the words *Earth Day* on the board. Ask the students if they know anything about this day (e.g. *When do we celebrate it? Why do we celebrate it? What do people do on that day? etc*) and elicit responses.

PRESENTATION & PRACTICE

1 Read and answer.

Read the instructions and explain the task. Refer the students to the text and to questions 1-3. Allow them time to read the text and answer the questions.

- 1 (It was) on 22nd April, 1970.
- 2 174 countries.
- 3 They plant trees and collect glass, paper and plastic to recycle.

2 Let's sing! (TRACK 135)

Refer the students to the song. Ask individual students to read it out. Play the recording. The students listen to the song and sing along, each time substituting the word *planet* in the verse with the words *flowers*, *ivers* and *animals*.

3 Craftwork

Explain the craftwork activity. Tell the students that you are going to organise an art exhibition about Earth Day! Ask the students to find some pebbles and paint them. This can be done at home. Then they bring them to class and have a class exhibition.

4 Think of your own verse for the song!

Explain the activity to the students and allow them time to think of their own verse for the song and write it down. Individual students can sing their verse to the rest of the class.

e.g. Student 1: *We've got the mountains in our hands!*
... *Understand ... in our hands!* etc

5 It's EARTH DAY today. What can you do to celebrate? Choose and write.

Read the instructions and explain the task. Read through the prompts and allow the students time to complete the task. Check their answers.

(Suggested answers)

I can plant a tree. I can ride my bike around town. I can turn off the TV when I'm not watching it. I can also take a shower and not a bath.

ENDING THE LESSON

Ask the students, in pairs or in groups, to make a poster for Earth Day and decorate it with drawings, stickers, ribbons, etc. Once the students finish their posters, make sure you display them somewhere in the class.

Our School

- **Aims:** to talk about temperatures and holiday destinations
- **Vocabulary:** Cairo/Egypt, Acapulco/Mexico, Tokyo/Japan, Moscow/Russia, Dublin/Ireland, Sydney/Australia, temperature, degree, Celsius, Fahrenheit, boiling hot
- **Language focus**
Language in use: consolidation
- **Extra materials:** none

BEGINNING THE LESSON

Write the following words on the board: *Celsius*, *Fahrenheit*. Explain to the students that these are two different scales for measuring temperature and that we use the symbol °C for Celsius and °F for Fahrenheit. Ask them which scale they use for measuring in their country. Explain that temperature is read like this: 31°C = 31 degrees Celsius, 89°F = 89 degrees Fahrenheit.

PRESENTATION & PRACTICE

1 Look and talk with your friend.

Students' books closed. Say, then write the following cities on the board: *Cairo*, *Acapulco*, *Tokyo*, *Moscow*, *Dublin*, *Sydney*. The students repeat after you. Ask the students if they know/have heard of these cities and say/ elicit where they are (*Cairo – Egypt*, *Acapulco – Mexico*, *Tokyo – Japan*, *Moscow – Russia*, *Dublin – Ireland*, *Sydney – Australia*).

Students' books open. Read the instructions and explain the task. Refer the students to the table and have them look at the cities, as well as the temperatures in these cities in July. Ask a pair of students to read out the example. Tell the students, in pairs, to ask and answer questions, as in the example. Go around the classroom monitoring and providing assistance when necessary.

(Suggested answers)

- Student 1: What's the weather like in Acapulco in July?
 Student 2: It's very hot. It's about 31 degrees Celsius.
 Student 3: What's the weather like in Tokyo in July?
 Student 4: It's quite hot. It's about 29 degrees Celsius.
 Student 5: What's the weather like in Moscow in July?
 Student 6: It's very warm. It's about 24 degrees Celsius.
 Student 7: What's the weather like in Dublin in July?
 Student 8: It's warm. It's about 19 degrees Celsius.
 Student 9: What's the weather like in Sydney in July?
 Student 10: It's quite cool. It's about 16 degrees Celsius.

2 Choose one of the cities to visit. Decide what to pack and make a list.

Read the instructions and explain the task. Refer the students to the pictures and ask them to choose one of the cities (in Ex. 1) to visit. Then ask them to make a list of things to take with them. Tell them they can use some of the clothes shown in the pictures, or add some more based on what they have learnt.

(Students' own answers)

Now, tell your friend.

Read the instructions and explain the task. Refer the students to the example and tell them to work in pairs, and tell their partner where they're going to go and what they're going to take with them, as in the example. Go around the classroom monitoring and providing assistance when necessary.

(Students' own answers)

ENDING THE LESSON

Ask the students, in pairs or in groups, to imagine they are going to go on holiday to a place of their choice and draw a picture of a suitcase with things they are going to take with them. Ask the pairs/groups to present their drawings to the rest of the class. Make sure you display their work somewhere in the class.

Troll Tales!

- **Aims:** reading for pleasure
- **Vocabulary:** wings, claws, dragon, cute
- **Extra materials:** photocopies of the episode

BEGINNING THE LESSON

Ask the students if they remember what the previous episode was about (*Pog, Trog and Popsie seeing a ghost*). Ask them if they remember any of the phrases from that dialogue and ask them to say them out loud (e.g. *Popsie, did you take my glasses? No, I didn't! Popsie, did you take my shoes? It was me! I cleaned your glasses, I washed your shoes and I made popcorn for everyone! We don't believe in ghosts, Popsie!*).

PRESENTATION & PRACTICE

1 Listen and read the story. (TRACK 136)

(Activities to promote reading for pleasure.)

Students' books open. Ask the students to look at the pictures and guess what the dialogue is going to be about (e.g. *Pog and Trog finding a baby dragon*).

Play the recording. The students listen and follow the lines. Play the recording again with pauses for the students to listen and repeat chorally.

Now take roles and read.

The students take roles and read the dialogue.

ENDING THE LESSON

Before going into class

Photocopy the episode, cut out the frames and erase the numbers. Photocopy one set per group of students.

Hand out one set of frames per group. Ask the students to work together and put the frames in the correct order. You can help them by playing the episode again while they're completing the task. Go around the classroom monitoring the students.

Valentine's Day/Peter and Fevronia Day

- **Aims:** to talk about Valentine's Day/Peter and Fevronia Day
- **Vocabulary:** exchange, gifts, St. Valentine, celebrate, believe, priest, century, Roman Emperor, soldier, continued, in secret, prison, tradition, Orthodox patron saint, marriage, peasant, cure, promise, favour, receive, exactly
- **Extra materials:** a calendar page

Note: This lesson is optional. It is designed to be taught just before Valentine's Day.

BEGINNING THE LESSON

Put up the calendar page. Point to 14th February and ask the students: *What's the date?* Elicit the answer: *14th February*. Explain/Elicit that this is the day when people in many parts of the world celebrate love by giving presents and cards to their loved ones.

PRESENTATION & PRACTICE

(Activities to present the history of Valentine's Day/Peter and Fevronia Day.)

- 1** Look at the pictures and the title of the text. What is the text about? How do you think the people in the pictures are related to the text? Tell the class. Then read the text and check your answers.

Ask the students to read the title of the text and say what the text is about (*Valentine's Day*). Point to the pictures and ask the students to tell you how they think the pictures are related to the text. Elicit their answers. Then read the text, a line at a time, pausing for the students to repeat. The students listen, follow the text and repeat after you. Explain any unknown words. Ask the students to read the text on their own, check their answers and tell you if they guessed correctly. Choose individual students to read the text.

Extension

Ask students comprehension questions.

- 1 What do people do on Valentine's Day? (Exchange sweets, flowers and gifts.)
- 2 Who was Father Valentine? (A priest.)
- 3 What didn't the Roman Emperor want? (He didn't want his soldiers to marry.)
- 4 What did Father Valentine do? (He married the soldiers in secret.)

- 5 What happened when the Emperor found out? (He put Father Valentine in prison.)
- 6 How did the tradition of giving flowers and cards start? (It started when the young couples that Father Valentine secretly married visited him in prison and gave him flowers and thank-you notes.)
- 7 When did Father Valentine die? (He died on 14th February.)

- 2** What do you know about Peter and Fevronia Day? Complete the sentences. Then read and check your answers.

Ask the students to tell you about Peter and Fevronia Day. Elicit their answers. Then read the text, a line at a time, pausing for the students to repeat. The students listen, follow the text and repeat after you. Explain any unknown words. Ask the students to read the text on their own and complete the task. Check their answers.

- 1 8th July
- 2 marriage and family life
- 3 fevronki

3 Complete the Valentine's Cards. Then listen and check your answers. (TRACK 137)

Read the instructions and explain the task. Point to the cards and play the recording. The students listen, follow along and complete the talk. Check their answers.

- | | | | |
|-------|---------|-------------|--------|
| 1 red | 3 heart | 5 do | 7 what |
| 2 you | 4 love | 6 Valentine | 8 song |

4 How do they celebrate Valentine's Day in the US and Japan? Read and answer.

Read the instructions and explain the task. Allow the students time to read the texts and say how they celebrate Valentine's Day in the US and Japan. Elicit their answers.

(Suggested answers)

In the US, children sing songs, dance, perform plays and make gifts and cards for their friends and teachers.

In Japan, women give chocolates or gifts to men on 14th February. Men who receive gifts should return the favour on 14th March.

5 Now write how you celebrate Valentine's Day in your country.

Ask the students to write a text about how they celebrate Valentine's Day in their country. Tell them to use the texts in Ex. 4 as models. (*e.g. In England, people exchange cards, flowers and chocolates. Children sing songs and get gifts such as sweets, fruit, etc.*) Allow the students time to write their texts.

Alternatively, you can ask the students to write their texts as part of their homework.

(Student's own answers)

Note: Once you have corrected their writing activities, guide your students on how to file them in their *Junior Language Portfolios*.

ENDING THE LESSON

(*An activity to consolidate the language of the lesson.*)

Tell the students they are going to make Valentine's cards for their friends. Ask them to use the cards from Ex. 3 as models. Allow them time to write their cards and decorate them. When they finish, they exchange cards with their friends.

Instruments for Evaluation

Evaluation plays an integral part in the learning process, and it is more efficient when based on systematic observation of the students throughout the course. It provides valuable information that reflects their progress in the acquisition of receptive and productive skills, as well as their attitude towards their own learning experience. It also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial evaluation* at the beginning of the course, *formative evaluation* which is done on a daily basis, and *cumulative evaluation* upon finishing a module.

In *Starlight 4* the evaluation activities are included in both the *Teacher's Book* and the *Workbook*.

Initial evaluation

This evaluation centres mainly on the students' reports from the previous school year, as the information should help the teacher find out about the strategies they are able to use.

Formative evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's *Formative Evaluation Chart* [page 134(T)].

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (for example, the dialogues, language games, craft activities, and so on) and write the marks obtained with the help of the following code:

c (*competence – green*): the student has a full understanding of the task and responds appropriately

w (*working on – yellow*): the student has an understanding of the task but the response is not fully accurate

n (*non-competence – red*): the student does not understand the task and is unable to respond appropriately

Cumulative evaluation

In order to obtain useful information regarding the students' progress, the cumulative evaluation takes into account the work the students have done throughout the module as well as their participation and attitude. The course is accompanied by two forms of cumulative evaluation:

- *Student's Self-Assessment Forms* [page 136(T)]
The students give their personal opinion about their own results upon completion of each module. They file these forms in their *Junior Language Portfolios*.
- *Progress Report Cards* [page 139(T)]
The teacher completes them, one per student, after each test and they are given to the students to file in their *Junior Language Portfolios*.

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Lesson: Course:

| Students' names: | Mark and comments |
|------------------|-------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |
| 15 | |
| 16 | |
| 17 | |
| 18 | |
| 19 | |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |

Evaluation criteria: c (green) w (yellow) n (red)

Evaluation chart for each module (cumulative evaluation)

[illegible][illegible]




Marking criteria: ★★★★★ ★★★★★ ★★★★★

[illegible]




| Marking criteria: | ✓ Yes | ✗ No | ! Improving |
|-------------------|-------|------|-------------|
|-------------------|-------|------|-------------|

• Student's Self-Assessment Forms




Student's Self-Assessment Form

| Name: | | | | | | | Module 5 | | |
|--|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • You must help with the chores. | | | | | | | | | |
| • I've got a cold. You should take some cough syrup. | | | | | | | | | |
| Draw how you feel!    | | | | | | | | | |




Student's Self-Assessment Form

| Name: | | | | | | | Module 6 | | |
|--|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • Can I have some grapes? How many? Two kilos, please. | | | | | | | | | |
| • Can I have some orange juice, please? A can or a bottle? A can, please. | | | | | | | | | |
| • Is there any cola? Yes, there is. | | | | | | | | | |
| • Where's Mr Onion in your picture? He's in the cupboard. | | | | | | | | | |
| Draw how you feel!    | | | | | | | | | |




Student's Self-Assessment Form

| Name: | | | | | | | Module 7 | | |
|--|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • Yesterday, I played football and table tennis. | | | | | | | | | |
| • Did Brainy play football last night? No, he didn't. | | | | | | | | | |
| • What did you do yesterday? I played chess with my brother. | | | | | | | | | |
| • Did the knights live in big castles? Yes, they did. | | | | | | | | | |
| Draw how you feel!    | | | | | | | | | |




Student's Self-Assessment Form

| Name: | | | | | | | Module 8 | | |
|--|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • You didn't see the Queen! | | | | | | | | | |
| • Did Anton Chekhov write 'Kashtanka'? Yes, he did. | | | | | | | | | |
| • Last Saturday, Lizzie went to the park. | | | | | | | | | |
| Draw how you feel!    | | | | | | | | | |

Student's Self-Assessment Form

| Name: | | | | | | | Module 9 | | |
|---|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • My birthday's in July. When's your birthday? In March. | | | | | | | | | |
| • How do you spell your name? K - E - N - D - R - A | | | | | | | | | |
| • Will he have a big house? Yes, he will. | | | | | | | | | |
| • I will wish for a new camera. | | | | | | | | | |
| Draw how you feel!    | | | | | | | | | |

Student's Self-Assessment Form

| Name: | | | | | | | Module 10 | | |
|--|-----------|----|---------------|-----------|----|---------------|----------------|----|---------------|
| I can ... | remember | | | say | | | read and write | | |
| | very well | OK | not very well | very well | OK | not very well | very well | OK | not very well |
| • Pog and Trog are going to visit Mog next Monday. | | | | | | | | | |
| • Is Jake going to pack a rucksack? Yes, he is. Is Jilly going to pack a rucksack? No, she isn't. | | | | | | | | | |
| • Are you going to be a singer? Yes, I am. | | | | | | | | | |
| • He has already cleaned the windows. | | | | | | | | | |
| Draw how you feel!    | | | | | | | | | |

Instruments for Evaluation

- **Progress Report Cards**

Progress Report Card

| | | | |
|---|-----------|----------|---------------|
| (name) can: | | Module 5 | |
| | very well | OK | not very well |
| talk about rules | | | |
| talk about illnesses | | | |
| give advice | | | |
| write about how to stay fit and healthy | | | |

Progress Report Card

| | | | |
|-----------------------|-----------|----------|---------------|
| (name) can: | | Module 6 | |
| | very well | OK | not very well |
| talk about food | | | |
| talk about quantities | | | |
| talk about containers | | | |
| write a note | | | |

Progress Report Card

| | | | |
|---|-----------|----------|---------------|
| (name) can: | | Module 7 | |
| | very well | OK | not very well |
| talk about things that happened in the past | | | |
| talk about what he/she did yesterday | | | |
| write about what he/she did last weekend | | | |

Progress Report Card

| (name) can: | | | Module 8 |
|---|-----------|----|---------------|
| | very well | OK | not very well |
| tell a story in the past | | | |
| talk about people from the past | | | |
| write about famous people from the past | | | |

Progress Report Card

| (name) can: | | | Module 9 |
|--------------------------------|-----------|----|---------------|
| | very well | OK | not very well |
| ask and answer questions | | | |
| say the months | | | |
| talk about life in the future | | | |
| write about life in the future | | | |

Progress Report Card

| (name) can: | | | Module 10 |
|---|-----------|----|---------------|
| | very well | OK | not very well |
| talk about plans and intentions | | | |
| write about his/her plans for the weekend | | | |

MODULE 7

(Ex. 2, p. 52)

- 1 Because he was a fast runner and a very good hunter.
- 2 Because he was very brave.
- 3 Two months.
- 4 Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Catherine Parr.
- 5 Good Queen Bess.
- 6 63 years and seven months.

(Ex. 4, p. 53)

(Suggested answers)

Both Queen Elizabeth I and Empress Elizabeth I loved dancing and riding. Both could speak other languages. Many men wanted to marry both. Both became rulers of their countries.

MODULE 8

(Ex. 3, p. 69)

- 1955:** That's when he went to Orenburg Pilot's school and trained for the air force.
- 1960:** That's when he became a cosmonaut.
- 1961:** That's when he flew into space on the Soviet spacecraft Vostok I.
- 1968:** That's when he died in an aeroplane crash.

(Ex. 5, p. 69)

(Suggested answers)

- 2 I didn't lose my keys. They're in my bag.
- 3 Did you break the vase?
- 4 The Olympics started in Greece.

MODULE 10

(Ex. 4, p. 107)

(Suggested answers)

Harry is going to take his shorts, a camera, his sandals and a T-shirt.

Lee is going to take his sandals, a camera, some sun cream and a T-shirt.

Emma is going to take her sunglasses, her shorts, her swimsuit and a book.

Mona is going to take her camera, her sunglasses, some sun cream and her hat.

MODULE 10

(Ex. 3, p. 107) (TRACK 131)

Alvin: *Hey, Harry! What are you going to take on holiday with you?*

Harry: *Oh... I'm going to take my sandals, of course ... and a T-shirt ... and I'm going to take a camera and umm ... oh, yes! ... my shorts!*

Alvin: *And you, Lee?*

Lee: *Oh, I'm going to take my sandals, a camera, some sun cream and ... umm ... a T-shirt. Yes. I'm going to take a T-shirt, too!*

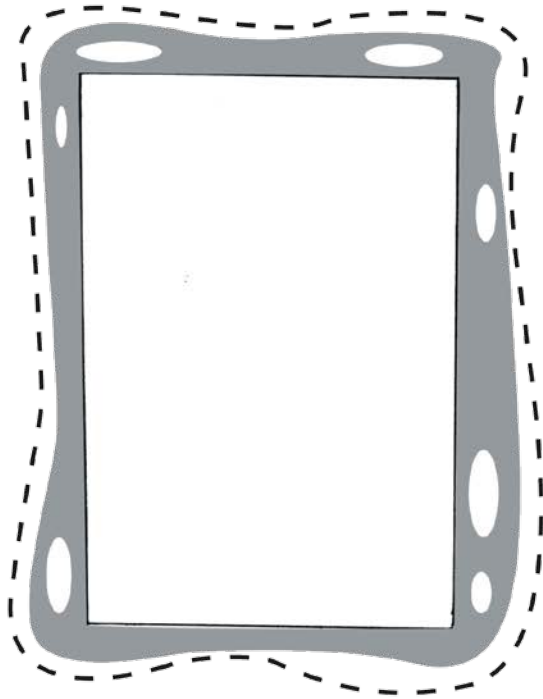
Alvin: *Cool! What about you, Emma?*

Emma: *Well ... I'm going to take my sunglasses. And I'm going to take my shorts and my swimsuit and ... umm, ... what else? I know! I'm going to take a book!*

Alvin: *And you, Mona?*

Mona: *I'm going to take my camera ... and my sunglasses. And I'm going to take some sun cream and my hat.*

Alvin: *You're all going to have a great time!*





MODULE 5

1 Read and find the stickers for these.

Read the instructions and explain the task. Ask the students to read the rules, find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page.

2 Look at the picture and write what you *must/mustn't* do in a storm.

Read the instructions and explain the task. Refer the students to the picture and ask individual students to read out the list of dos and don'ts. Explain/Elicit any unknown words. Read out the example and ask the students to make sentences about what they must/mustn't do in a storm.

(Suggested answers)

- You mustn't stand near bikes, umbrellas or anything metal.
- You mustn't go in a boat.
- You mustn't stand under a tree.
- You must stay in your house.

As an extension, you can have a discussion, in L1 if necessary, about safety in storms.

3 Read and write the sentences in the right box.

Read the instructions and explain the task. Read out the rules and ask the students to write them in the correct place. Check their answers.

In the swimming pool: You mustn't eat before you swim. You must have a shower before you swim.

In the forest: You mustn't pick flowers. You must put out camp fires. You must keep to the path.

4 Write the rules for your room.

Read the instructions and explain the task. Ask the students to write rules for their room and read them out for the rest of the class. Provide any necessary help with the vocabulary.

(Suggested answers)

- You mustn't eat in my room.
- You mustn't use my computer.
- You must knock before you come in. etc

5 Mrs Thompson is a teacher. Write what she *has to do* or *doesn't have to do*.

Revise the verb *have to* + infinitive. Read the instructions and explain the task. Allow the students time to use the prompts and complete the task. Check their answers.

- 2 She doesn't have to work at the weekend.
- 3 She has to know how to use the computer.
- 4 She has to correct the students' work.
- 5 She doesn't have to clean the classroom.
- 6 She has to come to school early.

6 Complete the sentences. Use *have/has to* or *don't/doesn't have to*.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- | | |
|-------------------|------------------|
| 2 have to | 7 has to |
| 3 has to | 8 don't have to |
| 4 doesn't have to | 9 have to |
| 5 don't have to | 10 don't have to |
| 6 have to | |

7 Read, look and make sentences.

Revise illnesses/health problems, as well as the use of *should/shouldn't*. Read the instructions and the example, and explain the task. Allow the students time to complete the task and check their answers.

- 2 You should go to the dentist's
- 3 You should put some skin cream on it
- 4 You shouldn't eat chocolate

8 Listen and tick (✓) the right box. (TRACK 150)

Ask the students to read the questions and look at the pictures. Tell them they have to listen carefully and tick the right box according to what they hear. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

- 1 C 2 B

TAPESCRIPT

Narrator: What's the matter with Pat?

A: What's the matter, Pat?

B: Oh, I feel terrible!

A: Have you got a headache?

B: No.

A: Have you got a toothache?

B: No, I've got a stomachache.

A: Oh, dear. I hope you feel better soon!

Narrator: What should Paul do today?

A: I've got a cold, Mum.

B: You shouldn't go swimming, Paul.

A: I know, Mum.

B: And you can't go to the park today.

A: OK, Mum.

B: You should stay in bed and take some cough syrup.

9 Complete the sentences. Use *eat (x2), go, play, buy, drive* and *should/shouldn't*.

Read the instructions and explain the task. Allow the students time to complete the sentences with *should/shouldn't* and the appropriate verb. Check their answers.

- | | |
|-------------------|--------------|
| 2 should eat | 5 should go |
| 3 shouldn't play | 6 should buy |
| 4 shouldn't drive | |

10 Read and circle the correct item.

Revise *object pronouns*. Read the instructions and explain the task. Ask the students to read the letter and allow them time to circle the correct object pronoun. Check their answers.

- | | | |
|--------|-------|-------|
| 1 him | 3 it | 5 her |
| 2 them | 4 you | |

11 Go to the Student's Book on pages 10-11. Read the story and put the events in order.

Ask the students to go to the *Student's Book*, pages 10-11, and read the story. Refer the students to the sentences (a-e) in the *Workbook* and ask them to put the events in order, as they take place in the story. Check their answers.

- a 4 b 2 c 5 d 3 e 1

12 Read and answer the questions.

Read the instructions and explain the task. Ask the students to imagine they are in the countryside and answer the questions (1-5).

(Suggested answers)

- 1 (I can see) the sun.
- 2 (I can hear) the birds.
- 3 (I can smell) the flowers.
- 4 (I can touch) the trees.
- 5 (I can taste) the fruit.

13 Unscramble the letters to find the words. Then complete the sentences.

Read the instructions and explain the task. Refer the students to the pictures and allow them time to read the speech bubbles. Ask them to unscramble the letters and fill in the gaps with the missing words. Check their answers.

- 2 rich
- 3 veggies
- 4 strong

14 What does Olga say to Pavel? Read and complete the dialogue. There is one extra sentence.

Read the instructions and explain the task. Refer the students to the dialogue and the missing sentences (A-D). Allow them time to read and complete the dialogue with the missing sentences, pointing out that there is one sentence they do not need to use. Check their answers. Then the students act out the dialogue in pairs.

- 1 D 2 A 3 C

15 Read the words. Do they rhyme? Circle *yes* or *no*.

Read the instructions and explain the task. Read through the example, then allow the students time to complete the exercise. Check their answers.

Answers: No Yes

16 Complete the letters.

Read the instructions and explain the task. Refer the students to the letters and read out the example. Allow them time to read the letters, look at the phonetics, and complete the missing words. Check their answers. Then individual students read out the letters.

- | | | |
|----------|---------|-----------|
| 2 school | 5 cough | 8 too |
| 3 bad | 6 hear | 9 hope |
| 4 home | 7 cold | 10 better |

MODULE 6

1 Look and complete the crossword puzzle.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

Down

- 2 WATERMELON
- 3 OLIVE OIL

Across

- 4 LIME
- 5 COCONUT
- 6 GRAPES
- 7 STRAWBERRIES
- 8 LEMON

2 Look at the pictures and complete the sentences.

Ask the students to look at the pictures and say the names of the items. Then explain the task and give them enough time to complete it. Check the students' answers.

- 3 cheese 5 olive oil
- 4 an egg 6 honey

3 Look at the picture and complete the sentences.

Explain the task to the students and give them enough time to complete it. Check their answers.

- 2 bread 4 jam 6 milk
- 3 orange juice 5 lemonade

4 Read and underline the right words. Then act the dialogues out.

Revise the use of *many*, *much* and *a lot of*. Explain the task to the students and give them enough time to complete it. Check their answers. Then the students act out the dialogues in pairs.

- 2 many, A lot 4 much 6 much, much
- 3 a lot of 5 a lot of

5 Read and choose A or B.

Explain the task to the students. Give them enough time to complete it. Check the students' answers.

- 2 B 4 B 6 A 8 A
- 3 A 5 B 7 B

6 Listen, colour and draw.

(TRACK 151)

Ask the students to take out their red, yellow, green and black pencils/crayons. Read the instructions and explain the task. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

lemon in basket – **red**

lemon behind the chair – **yellow**

lemon between the watermelon and the coconut – **green**

lemon under the table – **black**

TAPESCRIPT

Narrator: Look at the picture. Listen and look. There is one example.

A: Can you see the lemon in the tree?

B: Yes, I can.

A: Colour it blue.

B: The lemon in the tree – blue. OK.

Narrator: Can you see the blue lemon? This is an example. Now you listen and colour and draw.

A: Can you see the lemon in the basket?

B: Pardon? Which lemon?

A: The lemon in the basket.

B: Aah, yes.

A: Colour it red. Colour the lemon in the basket red.

A: Now find the lemon behind the chair.

B: The lemon behind the chair? Oh, yes.

A: Colour it yellow.

B: Yellow? OK.

A: Good.

A: Look at the lemon between the watermelon and the coconut.

B: Sorry? Which lemon?

A: The lemon between the watermelon and the coconut. Colour it green.

B: Green?

A: Yes.

A: Now I want you to draw a lemon.

B: OK. That's good.

A: Yes, I want you to draw a lemon under the table.

B: Under the table. Right.

A: Then, I want you to colour the lemon under the table black.

B: A black lemon under the table. That's funny.

7 Read and circle the right word.

Revise the use of *a few*, *a little*. Read the instructions and explain the task. Allow the students time to circle the right word. Check their answers.

- | | | |
|------------|---------|------------|
| 1 a few | 3 a few | 5 a few |
| 2 a little | 4 a few | 6 a little |

8 Read and complete the dialogue. Use *some*, *any* or *no*.

Explain the task. Give the students enough time to complete it and then check their answers.

- | | | |
|--------|--------|-------|
| 2 some | 4 no | 6 any |
| 3 any | 5 some | |

• Now read the dialogue again and ...

Allow the students time to read through the dialogue again and write the answers. Check their answers.

- (He's got some) strawberry jam and butter.
- (He hasn't got any) cheese and bread.

9 Read and complete the email. Use the words from the box.

Read the instructions and explain the task. Allow the students time to read the email and complete it with the words from the list. Check their answers.

- | | |
|------------|-------------|
| 2 nobody | 4 something |
| 3 somebody | 5 anything |

10 Underline the right word to complete the sentences.

Revise *possessive adjectives* and *possessive pronouns*. Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- | | | | |
|---------|--------|---------|--------|
| 2 yours | 4 ours | 6 their | 8 mine |
| 3 Her | 5 your | 7 our | |

11 Read and match.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- | | | | |
|-----|-----|-----|-----|
| 2 d | 3 a | 4 e | 5 c |
|-----|-----|-----|-----|

12 Go to the Student's Book on pages 26-27. Read the dialogue and correct the mistakes.

Ask the students to go to the *Student's Book*, pages 26-27, and read the story. Refer the students to the sentences (1-5) in the *Workbook* and ask them to correct the words in bold, according to the story. Check their answers.

- It's **harvest** time in Yumville.
- There are a lot of **fruit** and **vegetables** there.
- Harry wants to pick the **coconuts**.
- There aren't any **glasses** there.
- The elves give them some **presents**.

13 Make a menu for a meal in Yumville!

Read the instructions and explain the task. Refer the students to the picture of the menu and ask them to make a menu for a meal in Yumville. Allow them time to complete the task and ask individual students to present their menus to the rest of the class.

(Suggested answers)

- chicken
- chips
- salad
- strawberries
- orange juice

14 Find the stickers for these. Then, in pairs, play the guessing game.

Read the instructions and explain the task. Ask the students to find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page.

Read the example out loud. Explain the task and tell the students that they will be working in pairs. Give them enough time to complete the task. Check round the classroom, providing any necessary help. Ask some pairs to report back to the class.

(Suggested answers)

- A: What's for breakfast today?
B: Cereal.
A: What's for lunch?
B: Hot dogs.
A: It's Tuesday.
B: What's for breakfast today?
A: Eggs.
B: What's for dinner?
A: Chicken and peas.
B: It's Wednesday.
A: What's for breakfast today?
B: Milk and biscuits.

- A:** What's for lunch?
B: Salad.
A: It's Thursday.
B: What's for lunch today?
A: Hot dogs.
B: What's for dinner?
A: Pizza.
B: It's Friday.
A: What's for lunch today?
B: Burger and chips.
A: What's for dinner?
B: Pasta and cheese.
A: It's Saturday.
B: What's for breakfast today?
A: Eggs.
B: What's for dinner?
A: Pizza.
B: It's Sunday. etc

15 Write the phonetic symbol for the underlined letters.

Read the instructions and explain the task. Go through the pictures and elicit the names of the items. Allow the students time to write the phonetic symbol of the underlined letters. Check their answers.

- 2 /e/ 4 /ei/ 6 /ʌ/ 8 /ɒ/
 3 /ɪ/ 5 /i:/ 7 /ɑ:/

16 Put the words into the right shopping bags. Pay attention to the way the underlined letters sound and NOT to their spelling!

Read the instructions and explain the task. Read through the words and focus on the sounds of the underlined letters. Allow the students time to complete the task. Check their answers.

- /æ/: jam, pasta, salad
 /ei/: cake, plate, make
 /ɪ/: milk, fridge, drink
 /ɑ:/ jar, tomato
 /e/: bread, melon, pepper
 /ɒ/: orange, olive, sausage
 /i:/ tea, beans
 /ɔ:/ water, strawberry

MODULE 7

1 Look and complete the crossword puzzle. Then find the secret word.

Read the instructions and explain the task. Allow the students some time to complete the task and check their answers.

- 2 QUEEN 4 KING 6 BUTLER
 3 SUIT OF ARMOUR 5 HUNT

Secret word: KNIGHT

2 Read and complete the sentences.

Read the instructions and explain the task. Allow the students time to read the sentences and complete the task. Check their answers.

- 2 butler 3 chess 4 zebras 5 deer

3 Look at the pictures and complete the sentences. Use past simple.

Look at the pictures and elicit what the characters did last week. Read the example and explain the task. Allow the students some time to complete the task. Check their answers.

- 2 played 4 stayed 6 watched
 3 baked 5 worked

4 Write what you did last week.

Ask individual students to tell you what they did last week.

e.g. *Teacher: What did you do last week?*
Student 1: I watched TV. etc

The students then read through the incomplete sentences and write their answers in the spaces provided.

(Students' own answers)

5 Read and match the columns to make full sentences.

Read the instructions and explain the task. The students read the parts of the sentences and match them. Check their answers.

- 2 f 4 g 6 b 8 e
 3 d 5 h 7 a

6 Read and find the stickers for these.

Read the instructions and explain the task. Ask the students to read the text and find the corresponding stickers. Have them show you the stickers for verification before sticking them onto the page. Go around the classroom, providing any necessary help.

7 Read and complete the text.

Read the example and explain the task. Allow the students some time to read the text and complete the task. Check the students' answers.

- | | | |
|-----------|-----------|-----------|
| 2 helped | 5 learned | 8 laughed |
| 3 carried | 6 started | 9 looked |
| 4 watched | 7 climbed | 10 stayed |

8 Write the questions. Then read the text again and answer them.

Read the instructions and explain the task. Ask the students to complete the questions (2-5) and then read again the text in Ex. 7 and answer the questions. Allow them some time to complete the task and check their answers.

- 2 Did ... learn/Yes, they did.
- 3 Did ... climb/No, he didn't.
- 4 Did ... laugh/Yes, they did.
- 5 Did ... stay/Yes, they did.

9 Go to the Student's Book on pages 48-49. Read the dialogue and match the speech bubbles to the pictures.

Ask the students to go to the *Student's Book*, pages 48-49, and read the story. Refer the students to the speech bubbles (1-4) in the *Workbook* and ask them to match them to the correct pictures (a-d), according to the story. Check their answers.

- | | | | |
|-----|-----|-----|-----|
| 1 c | 2 d | 3 b | 4 a |
|-----|-----|-----|-----|

10 Read and number.

Read the instructions and explain the task. Refer the students to the pictures and allow them time to complete the exercise. Check their answers.

- | | | |
|-----|-----|-----|
| a 4 | c 5 | e 1 |
| b 2 | d 6 | f 3 |

11 Read and complete the sentences. Use the negative form.

Read the example and explain the task. The students complete the sentences with the negative form of the verbs. Check their answers.

- | | |
|-----------------|----------------|
| 2 didn't visit | 7 didn't play |
| 3 didn't study | 8 didn't watch |
| 4 didn't play | 9 didn't live |
| 5 didn't rain | 10 didn't stay |
| 6 didn't listen | |

12 Listen and put a tick (✓) or a cross (X). (TRACK 152)

Go through the pictures and elicit the vocabulary for each picture. Explain the task. The students listen and put a tick or a cross in the spaces provided. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

- | | | | |
|-----|-----|-----|-----|
| 1 ✓ | 2 X | 3 ✓ | 4 ✓ |
|-----|-----|-----|-----|

TAPESCRIPT

Mum: Hello, girls. How was the school trip to France?

Girl 1: Oh, Mum it was great! We visited a big water park. It was fantastic!

Girl 2: Yeah, it was great!

Mum: Did you climb the Eiffel Tower?

Girl 1: No, we didn't. We wanted to, but it wasn't open.

Mum: Oh, that's a shame!

Girl 2: I know. But we visited a farm and we helped the farmer with her goats.

Mum: Really? Wow! What else did you do?

Girl 2: We visited Disneyland. We've got something for you.

Mum: For me? Oh, lovely ...

13 BE A KNIGHT FOR A DAY! Think and write.

Read the instructions and explain the task. Ask the students to imagine they are knights for a day and write what they do in the morning and in the afternoon in the spaces provided. Allow them time to complete the activity and check their answers. Individual students read their answers to the rest of class.

(Suggested answers)

In the morning, I hunt birds.

In the afternoon, I play chess.

14 Look at what Anna did/didn't do yesterday. Write the sentences about her day.

Revise the *Past Simple* tense. Read the instructions and explain the task. Allow the students time to look at the prompts and complete the task. Check their answers.

- 2 Anna studied for the test yesterday.
- 3 Anna listened to music yesterday.
- 4 Anna didn't visit her grandma yesterday.
- 5 Anna didn't stay in bed yesterday.
- 6 Anna watched TV yesterday.
- 7 Anna didn't bake a cake yesterday.
- 8 Anna mopped the kitchen floor yesterday.

Workbook (Key & Instructions)

15 Circle the odd one out. Then write the circled words in the correct box.

Read the instructions and explain the task. Allow the students time to circle the words. Then they write the words under the appropriate phonetic sound. Check their answers.

- | | | |
|----------|----------|---------|
| 2 lived | 5 listen | 8 river |
| 3 sail | 6 hunt | 9 bake |
| 4 sailor | 7 butler | |

/ʌ/: hunt, butler

/ɪ/: lived, listen, river

/eɪ/: sail, sailor, bake

16 Put the verbs in the past simple and write them in the correct box.

Read the instructions and explain the task. Read the examples and focus on how **-ed** is pronounced in each case. Allow the students time to write the verbs in the past simple under the correct heading. Check their answers.

/t/: danced, watched, baked, mopped

/d/: lived, listened, travelled, stayed

/ɪd/: decided, started, guarded, visited

MODULE 8

1 Complete the puzzles.

Read the example and explain the task. Allow the students some time to complete the missing letters and check their answers.

- 2 went / station
- 3 came / café
- 4 ate / pasta

• Now make sentences.

Read the instructions and explain the task. The students make sentences using the words, as in the example. Allow the students some time to complete the task and check their answers.

- 2 ... went to the station yesterday.
- 3 ... came to the café yesterday.
- 4 ... ate pasta yesterday.

2 Look and complete the words.

Point to each picture in turn and elicit the correct word. Explain the task. Allow the students some time to complete the missing letters. Check their answers.

break

lost

save

3 What did Laura do last Saturday? Look at the clocks and put the pictures in the right order. Then write the sentences.

Look at the pictures and elicit what Laura did last Saturday. Point to the clocks and revise the time. Read the example and explain the task. Allow the students some time to put the pictures in the correct order. Check their answers.

- 2 eat breakfast
- 3 write an email
- 4 go to the funfair
- 5 win a teddy bear
- 6 go home

Then the students write sentences, as in the example.

- 2 ... ate breakfast at half past nine.
- 3 ... wrote an email at eleven o'clock.
- 4 ... went to the funfair at one o'clock.
- 5 ... won a teddy bear at half past one.
- 6 ... went home at six o'clock.

4 What did you do last Saturday? Draw the times and write sentences about yourself.

Direct the students' attention to the clocks and the empty boxes. Tell them to draw pictures depicting what they did last Saturday in the spaces provided, and complete the clocks by indicating the times. Allow the students some time to complete the activity. Then have individual students present their drawings to the class.

(Suggested answers)

I got up at ten o'clock last Saturday.

I went to the park at eleven o'clock.

I went to the cinema at six o'clock.

I went to bed at ten o'clock.

5 Find the stickers for these. Then play the guessing game.

Read the instructions and explain the task. Ask the students to look at the characters and the table. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page. Upon completion of the task, refer the students to the sample exchange at the bottom and ask a pair to read it out loud. The students, in pairs, ask and answer questions about the characters, as in the example.

(Students' own answers)

6 Choose the right word to complete the sentences.

Read the instructions and explain the task. Read the incomplete sentences and focus the students' attention on the verbs above each pair of sentences. The students complete the sentences with the appropriate verb, depending on whether the sentence refers to the present or the past. Allow them time to complete the task and check their answers.

- | | | | |
|--------|---------|--------|---------|
| 1 come | 3 stood | 5 went | 7 write |
| 2 came | 4 stand | 6 go | 8 wrote |

7 Listen and write a letter in the boxes. (TRACK 153)

Go through the pictures and elicit the vocabulary for each picture. Explain the task. The students listen and match the names to the places by writing the correct letter in the boxes. Play the recording, twice if necessary. The students listen and complete the task. Check the students' answers.

- | | | | |
|-----|-----|-----|-----|
| 1 A | 2 F | 3 C | 4 E |
|-----|-----|-----|-----|

TAPESCRIPT

Narrator: Listen and look. There is one example. What did they do last week?

Man: John went to the cinema last Sunday. He saw a film about whales. It was great!

Narrator: Can you see the letter B? Now you listen and write a letter in each box.

Man: Donna had a good time, too! She went to a concert.

Man: Frank and Carol went to the funfair. They had a great day out!

Man: William went roller skating in the park last Sunday. He had a wonderful time!

Man: Patrick went to the zoo last Sunday. He saw a lot of different animals from Africa! It was fantastic!

8 Read and complete the questions.

Read the instructions and explain the task. Refer the students to the example and read it out loud. Ask the students to read the answers and complete the missing parts of the questions. Allow them some time to complete the exercise and check their answers.

- | |
|-----------------|
| 2 Did they see |
| 3 Did you have |
| 4 Did she break |
| 5 Did he give |
| 6 Did she make |

9 Read and choose A or B.

Read the instructions and explain the task. Allow the students time to complete the task. Check their answers.

- | | | | | |
|-----|-----|-----|-----|-----|
| 2 A | 3 B | 4 B | 5 B | 6 B |
|-----|-----|-----|-----|-----|

10 Look and write the sentences.

Point to the clocks and ask the students to tell you the time. Read the example and have individual students repeat the activity with the remaining items.

- | |
|---|
| 2 Emily went to school before Katie went to school. |
| 3 Troy came home before Eric came home. |
| 4 Amy did her homework before Nia did her homework. |

11 Go to the Student's Book on pages 64-65. Read the story and underline the right word.

Ask the students to go to the *Student's Book*, pages 64-65, and read the story. Refer the students to the text in the *Workbook* and ask them to underline the correct words (1-8) according to the story. Check their answers.

- | | | |
|-----------|-----------|--------|
| 2 climbed | 5 wet | 8 hurt |
| 3 happy | 6 slipped | |
| 4 rain | 7 branch | |

12 Now read the story again and complete the sentences.

Read the instructions and explain the task. Allow the students time to read the story in Ex. 11 again and complete the sentences. Check their answers.

- | | |
|-----------|------------------|
| 2 looked | 4 got (very) |
| 3 started | 5 landed, didn't |

13 Now choose the best title for the story.

Read the instructions and explain the task. Ask the students to read the titles and choose the best one. Check their answers.

Answer: b

14 Read and complete.

Read the instructions and explain the task. Ask the students to fill in the gaps (1-4) with the correct words on the right. Allow them time to complete the task and check their answers.

- 2 children
- 3 time
- 4 life

15 Read and complete the sentences. Use the pictures to help you.

Read the instructions and explain the task. Refer the students to the pictures and allow them time to complete the exercise. Check their answers.

- 2 athlete
- 3 composer
- 4 writer
- 5 artist

16 Circle the odd one out.

Read the instructions and explain the task. Allow the students time to circle the word in each item that doesn't rhyme. Check their answers.

- 2 hot 3 plot 4 lock 5 tore

17 Read and complete the story.

Read the instructions and explain the task. Allow the students time to read the story, look at the phonetics and write the words. Check their answers.

- 2 played 5 top
- 3 under 6 broke
- 4 heard 7 didn't

18 Read the transcription and write the sentences.

Read the instructions and explain the task. Ask the students to look at the phonetics and write the sentences. Check their answers.

Answers: Lock the sock in the clock.
Hop to the shop and don't you stop.

MODULE 9

1 Complete the months.

Revise the months. Read the instructions and explain the task. Ask the students to complete the words. Check their answers.

- | | | |
|------------|-------------|-------------|
| 2 February | 6 June | 10 October |
| 3 March | 7 July | 11 November |
| 4 April | 8 August | 12 December |
| 5 May | 9 September | |

2 Read and find the stickers for these.

Revise ordinal numbers. Read the instructions and explain the task. Ask the students to read the information in the box and look at the pictures. The students find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the page.

3 Read and complete the sentences.

Read the instructions and explain the task. Give the students time to fill in the gaps with the correct words. Check their answers.

- | | | |
|---------|---------|--------------|
| 3 fifth | 5 ten | 7 thirteen |
| 4 five | 6 tenth | 8 thirteenth |

4 Read and match.

Revise question words. Read the instructions and explain the task. Refer the students to the questions (1-6) and the answers (a-f), and read out the example. Ask them to match the sentences and check their answers.

- 2 e 3 f 4 a 5 c 6 b

5 Paul is interviewing Tom Tones, a famous singer. Read and complete the interview.

Read the instructions and explain the task. Refer the students to the interview and the information card, and read out the example. Ask them to write an appropriate question for each answer. Check their answers. Then individual students act out the interview. As an extension, you can ask the student, in pairs, to act out similar dialogues about themselves.

- 2 How old are you
- 3 When is your birthday
- 4 Where do you live
- 5 What is your favourite colour
- 6 What do you like doing

6 Read and write A or B.

Read the instructions and explain the task. Refer the students to pictures A and B and to sentences 1-6 and read out the example. Allow them time to write A or B next to the sentences, according to what they see in the pictures. Check their answers.

2 A 3 A 4 B 5 A 6 B

7 Read and match the pictures to the sentences.

Read the instructions and explain the task. Refer the students to pictures 1-4 and sentences a-d and read out the example. Allow them time to match the pictures to the sentences and check their answers.

2 a 3 b 4 d

8 Complete the sentences. Use *will* or *won't*.

Read the instructions and explain the task. Ask the students to complete the sentences with *will* or *won't* and check their answers.

2 won't 4 will 6 will
3 wil 5 won't

9 Look, read and complete.

Read the instructions and explain the task. Refer the students to the pictures and the speech bubbles and read out the example. Allow them time to complete the task. Check their answers.

2 Will it rain
3 won't rain
4 'll/will use

10 Go to the Student's Book on pages 86-87. Read the story and answer the questions.

Ask the students to go to the *Student's Book*, pages 86-87, and read the story. Refer the students to the questions (1-3) in the *Workbook* and ask them to answer them, according to the story. Check their answers.

1 On 24th June.
2 Fairy armadillos, fairy flowers and fairy fish.
3 Faye and Fifi.

11 Make an invitation for Fairy Day!

Read the instructions and explain the task. Ask the students to look at the picture and write an invitation for Fairy Day. Allow them some time to complete the task and ask individual students to report back to the class.

(Suggested answer)

Dear **Alex**,

Please come to our Fairy Day celebrations on **24th June**.

We'll **dance, sing and plant trees and flowers**.
Love,
Maria

12 Draw lines.

Ask the students to look at the picture and the words. Read the instructions and explain the task. Allow the students time to draw lines to match the words to the pictures. Check their answers.

13 Listen and write a name or a number. (TRACK 154)

Read the instructions and explain the task. Ask the students to look at the pictures and read the questions. Tell them they have to listen carefully and write the correct name or number next to each question. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

1 Betty 3 Peter 5 Spot
2 10 (ten) 4 4 (four)

TAPESCRIPT

A: Hello. Are you the boy in the picture?

B: Yes. My name's Carl.

A: Carl. How do you spell that?

B: C-A-R-L.

A: And how old are you, Carl?

B: I'm eight years old.

A: Eight?

B: Yes.

Narrator: Can you see the answers? Now you listen and write a name or a number.

Narrator: One.

A: Who's that girl in the picture? Is she your sister?

B: Yes. She's my sister, Betty.

A: How do you spell your sister's name?

B: B-E-T-T-Y.

Narrator: Two.

A: And how old is Betty?

B: She's ten.

A: I'm sorry. How old?

B: She's ten years old.

Narrator: Three.

A: Have you got any brothers, Carl?

B: Yes, I have.

A: What's your brother's name?

B: His name is Peter.

Workbook (Key & Instructions)

A: How do you spell that?

B: P-E-T-E-R.

A: Thank you.

Narrator: Four.

A: Have you got any pets in your house?

B: Yes. We've got four dogs.

A: How many dogs?

B: Four. We've got four cute dogs.

Narrator: Five.

A: Which is your favourite dog?

B: That's easy. My favourite is Spot. He's lovely.

A: How do you spell 'Spot'?

B: S-P-O-T.

14 Read and match the pictures to the people.

Read the instructions and explain the task. Refer the students to the texts and to the pictures. Allow them time to read the texts and match the pictures to the people. Check their answers. Then individual students read out from the texts.

2 a 3 b

• Now write about what you will be when you grow up.

Read the instructions and explain the task. Ask the students to write a short paragraph about what they will be when they grow up and draw a picture. Once the task is completed, individual students present their project to the class.

(Suggested answer)

When I grow up, I'll be a writer. I'll write many books and many people will read them. I'll live in a house with a big garden and I'll have three dogs and a cat.

15 Read the words. Do they rhyme? Circle yes or no.

Read the instructions and explain the task. Read through the example then allow the students a short amount of time to complete the exercise. Check their answers.

Answers: Yes No

16 Read the transcriptions and write the sentences.

Read the instructions and explain the task. Allow the students some time to write the sentences. Check their answers.

- 1 Let's go to the countryside
- 2 We should eat lots of vegetables
- 3 How many grapes have you got

4 She baked a loaf of bread

5 Throw a silver coin into the well

• Now match the sentences to the pictures.

Read the instructions and explain the task. The students match the sentences from Ex. 16 to the pictures. Check their answers.

B 3 **D** 2

C 1 **E** 4

MODULE 10

1 Find the stickers for these.

Read the instructions and explain the task. Ask the students to look at the picture and read the words. Tell them to find the corresponding stickers, one at a time, and show them to you for verification before sticking them onto the pages.

2 Read and match the columns to make full sentences.

Read the instructions and explain the task. Read out the example. Allow the students time to match the parts in order to form full sentences. Check their answers.

2 c 4 a

3 e 5 b

3 What is Sveta going to do next week? Look, read and complete the sentences.

Read the instructions and the example, and explain the task. Allow the students time to complete the task. Check their answers.

2 She's going to phone

3 She's going to go

4 She's going to pack

5 She's going to take

4 What are you going to do next week? Draw and write.

Read the instructions and explain the task. Refer the students to the agenda and ask them to draw and write about their next week's schedule, using Ex. 3 as a model. Ask individual students to report back to the class.

(Students' own answers)

5 Read and write the right words.

Read the instructions and explain the task. Refer the students to the pictures and elicit the words.

Allow the students time to write the correct word next to each definition and check their answers.

- 2 tent 4 rucksack 6 souvenir
3 surfing 5 wetsuit

6 Look at the pictures, read and write sentences.

Read the instructions and explain the task. Ask the students to look at pictures 1-6, refer them to the sentences and read out the examples. Allow them some time to complete the exercise and check their answers.

- 3 No, they aren't. They're going to go surfing.
4 No, she isn't. She's going to go diving.
5 That's right.
6 That's right.

7 Listen and put a tick (✓) or a cross (X). (TRACK 155)

Read the instructions and explain the task. Elicit the items. Play the recording, twice if necessary. The students listen and complete the task. Check their answers.

- 2 ✓ 4 X 6 ✓ 8 ✓
3 ✓ 5 X 7 X

TAPESCRIPT

A: Hello, Alan. Where are you going?

Alan: I'm going to the shops. I need some things for my holiday.

A: Oh? What are you going to buy?

Alan: Well, I'm going to buy some sunglasses, of course! It's sunny in Greece, you know!

A: Greece! How lovely!

Alan: Yes, and I'm going to buy a new pair of swimming trunks – oh, and sun cream, too!

A: Are you going to buy a rucksack and a sleeping bag?

Alan: No, I'm not. But I'm going to buy a wetsuit. I love water-skiing!

A: What about a tent?

Alan: No, I'm not going to buy a tent. I've got one. But I'm going to buy a pair of sandals.

A: That's lovely. Well, have a nice holiday.

Alan: Thanks. See you.

8 Nastya is from Moscow. She's going to stay in London for a week. Ask her some questions.

Read the instructions and explain the task. Refer the students to the prompts in the box and the verbs in brackets, and read out the example.

Allow them time to complete the task and check their answers.

- 2 Are you going to visit the British Museum?
3 Are you going to take an umbrella?
4 Are you going to see a play?
5 Are you going to eat fish and chips?
6 Are you going to go swimming?

9 Look and read. Then ask and answer questions.

Revise the *Present Perfect* tense. Read the instructions and explain the task. Refer the students to the pictures and read out the example. Allow the students time to complete the questions and the answers. Check their answers.

- 2 Has Liliya ever flown in an aeroplane? No, she hasn't.
3 Has Rishat ever slept in a tent? Yes, he has.
4 Has Liliya ever gone diving? No, she hasn't.
5 Has Liliya ever made a cake? Yes, she has.
6 Has Rishat ever made a cake? No, he hasn't.

• Now talk with your friend.

Read the instructions and explain the task. The students, in pairs, use the prompts from Ex. 9 and ask and answer questions as in the example.

(Suggested answers)

A: Have you ever slept in a tent?

B: Yes, I have. / No, I haven't.

A: Have you ever gone diving?

B: Yes, I have. / No, I haven't.

A: Have you ever made a cake?

B: Yes, I have. / No, I haven't.

10 Hillary is in Russia. Write what she has or hasn't done. Use *already* or *yet*.

Revise the use of *already* and *yet*. Read the instructions and explain the task. Ask the students to read through the prompts and complete the task. Check their answers.

- 2 Hillary has already taken a lot of pictures.
3 Hillary hasn't gone on a boat trip on the Moskva River yet.
4 Hillary has already walked around Red Square.
5 Hillary hasn't bought souvenirs for friends yet.
6 Hillary hasn't seen the Kremlin yet.

11 Read, choose and complete the sentences.

Read the instructions and explain the task. Ask the students to read and complete the sentences. Check their answers.

Workbook (Key & Instructions)

- 2 never 4 yet
3 before 5 already

12 Go to the Student's Book on pages 102-103. Read the story and complete the sentences.

Ask the students to go to the *Student's Book*, pages 102-103, and read the story. Refer the students to the sentences (1-5) in the *Workbook* and ask them to write the correct word, according to the story. Check their answers.

- 1 plane 3 sailing 5 summer
2 suitcase 4 dolphins

13 Read and answer the questions.

Read the instructions and explain the activity. The students look at the leaflet and the picture, then read the text and the questions on the left. Explain any unknown words. Individual students answer the questions. Ask the rest of the class for verification.

(Suggested answers)

- 1 In Victoria, Australia.
- 2 Fish and chips, pizza, pasta and many other things.
- 3 At a surf school.
- 4 At the Belfast Emporium.

14 Write the questions. Then answer them.

Read the instructions and explain the task. Ask the students to read the phonetics, write the questions and then answer them. Then check their answers.

- 1 My name's (Maria).
- 2 How old are you?
I'm (eleven) years old.
- 3 Have you ever been to England?
Yes, I have./No, I haven't.
- 4 What are you going to do in the summer?
I'm going to (go camping).

15 Read and complete.

Read the instructions and explain the task. Allow the students time to read the text, look at the phonetics and write the words. Check their answers.

- 2 car 4 camping 6 fishing 8 time
3 buy 5 lake 7 fire

• Now choose the best title.

Read the instructions and explain the task. Ask the students to read the titles and choose the best one. Check their answers.

Answer: My plans for next summer!

Valentine's Day

1 Unscramble the letters and write the words. Then unscramble the letters in red to write the secret phrase.

Read the instructions and explain the task. Allow the students time to unscramble the letters, write the words and the secret phrase. Check their answers.

- 2 valentine 5 flowers 8 chocolate
3 couples 6 notes
4 happy 7 song

Secret phrase: I love you!

2 Look and complete the crossword puzzle.

Read the instructions and explain the task. Allow the students time to complete the puzzle. Check their answers.

- 2 sweets
3 roses
4 flowers
5 heart

CONSOLIDATION

1 Read and complete the text. Use *should* or *shouldn't*.

Read the instructions and explain the activity. Ask the students to read the letter and complete with *should* or *shouldn't*. Allow them some time to complete the task and check their answers.

- 2 should 5 should
3 should 6 should
4 shouldn't 7 shouldn't

2 Complete the sentences. Then look and write *yes* or *no*.

Read the instructions and explain the activity. Refer the students to the table and read out the example. The students complete the rest of the sentences (2-9) and write *yes* or *no* next to them depending on whether the sentences are true or not, based on the table. Allow the students some time to complete the activity and check their answers.

- 2 taller – yes 6 taller – no
3 older – yes 7 older – yes
4 taller – no 8 taller – yes
5 older – no 9 older – yes

3 Find 7 food/drink items.

Read the instructions and explain the activity. Refer the students to the puzzle and ask them to find and circle seven food/drink items. Allow them some time to complete the task and check their answers.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| C | H | O | C | O | L | A | T | E | Q |
| G | O | P | B | D | F | J | E | S | H |
| I | N | T | R | I | O | K | A | E | T |
| S | E | O | E | P | A | B | M | I | J |
| M | Y | L | A | L | I | M | E | S | B |
| I | H | H | D | Y | Q | C | V | R | O |
| L | E | M | O | N | A | D | E | L | K |
| K | W | N | S | F | B | K | T | G | J |
| X | B | I | S | C | U | I | T | S | E |
| Z | T | X | A | V | Q | U | A | C | R |

• Now write them in a list. Put your favourite on the top, and so on.

Read the instructions and explain the task. Refer the students to the pictures and ask them to use the food/drink items and write them on the list, putting their favourite on top and so on. Allow them time to complete the task and check their answers.

(Suggested answers)

- a jar of honey
- a bottle of lemonade
- a packet of biscuits
- a bar of chocolate
- a carton of milk
- a kilo of limes

4 Underline the right word.

Read the instructions and explain the activity. Refer the students to the sentences (1-6) and ask them to choose the correct words. Allow them some time to complete the task and check their answers.

- | | | |
|--------|------------|--------|
| 1 some | 3 a lot of | 5 many |
| 2 much | 4 any | 6 some |

5 Read and choose the correct item.

Read the instructions and explain the activity. Refer the students to the sentences (1-5) and ask them to choose the correct words (A-C). Allow them some time to complete the task and check their answers.

- 1 A 2 C 3 A 4 B 5 C

6 Write your activities for next Saturday.

Read the instructions and explain the task. Ask the students to write their activities for next Saturday in the spaces provided.

(Students' own answers)

• Now tell your friend about your plans.

Read the instructions and explain the activity. Ask the students, in pairs, to tell each other about their plans for next Saturday, based on their answers in the previous task. Go around the classroom monitoring and providing any necessary help.

(Students' own answers)

Board Game 1

- suggested answers: mango, melon, strawberry, lemon
- vegetables
- some
- Students go back to *Start*.
- Students sing the song.
- strawberry
- Students go back to *Start*.
- many
- jar
- suggested answers: green peppers, beans, peas
- Students go back to *Start*.
- loaf
- strong
- suggested answers: a cold, a stomachache, a rash, a toothache
- matter
- toothache
- Students go back to *Start*.
- carton of orange juice
- Students sing the song.

Workbook (Key & Instructions)

Board Game 2

- 1 fall
- 2 suggested answers: nurse, composer, actor, artist
- 3 went
- 4 Students go back to *Start*.
- 5 castle
- 6 Students sing the song.
- 7 Students go back to *Start*.
- 8 played
- 9 motorbike
- 10 talk
- 11 Students go back to *Start*.
- 12 suggested answers: king, queen, butler, suit of armour
- 13 chess
- 14 ate
- 15 Students' own answers.
- 16 break
- 17 Students go back to *Start*.
- 18 Students sing the song.
- 19 got

Board Game 3

- 1 sky
- 2 What
- 3 Students' own answers.
- 4 Students sing the song.
- 5 Students go back to *Start*.
- 6 Students sing the song.
- 7 blanket
- 8 Why
- 9 Students go back to *Start*.
- 10 CD player
- 11 Who
- 12 Students go back to *Start*.
- 13 am
- 14 tent
- 15 won't
- 16 January, February, March, April, May, June, July, August, September, October, November, December
- 17 Students go back to *Start*.
- 18 rucksack
- 19 suggested answers: suitcase, sun cream, sunglasses, swimsuit

My Pictionary

My Pictionary includes the key vocabulary of *Starlight 4* in themes. It is advised that you use the stickers for consolidation. There is a page for each module.

School Plays



Suggestions on how to teach the plays

Each play can be covered in approximately two to three lessons including the performance.

In the first lesson, present or revise the language and songs to be used, and the setting of the scene, as suggested in the *Before The Play* section.

In the second lesson, play the recording of the whole play while the students follow the lines in their books. Ask the students questions to see if they understood the plot of the story. Play the recording again, pausing at the end of each line to allow the students to repeat. This will help the students to practise intonation and pronunciation. Allocate roles and ask the students to read the play aloud in class. Repeat this step until every student has had an opportunity to read. At the end of the lesson, assign each student a role to learn for homework. Give the same role to more than one student. All students must have roles.

In the third lesson, split the class into two groups. Make sure that each group has at least one complete cast

of characters needed to perform the play. Ask them to rehearse their lines (*without the puppets*) within their groups. The students who are not taking character roles in this final rehearsal can be the audience. Select a group to perform the play. Set up the *Poppets Puppet Theatre* and the puppets. Before setting up the puppets, make sure you know which way they enter the stage so that you set them up correctly. Ask the students who are going to perform to take their puppets and do a final rehearsal with the directions and the puppet theatre. To indicate which character is speaking tell the students to move their puppets up and down slightly when it is speaking. Make sure that the puppet theatre is visible to everyone in the class and start the performance. You can perform the play as many times as the students like with a different set of puppet handlers! Good luck!

Note: If you wish, you can let the students do a stage performance instead.

Play 1 – A day in Yumville!

★ Outline:

The children go with Alvin to Yumville, an underground oasis, to help the elves at harvest time. They meet Rolly and, after helping with the harvest, they all enjoy a wonderful feast together.

★ Characters:

| | |
|--------|----------|
| Alvin | Harry |
| Erlina | Lee |
| Emma | Rolly |
| Mona | Audience |

★ Structures/Functions:

Talking about professions/routines:

- There is/There are a lot of ...
- How many/How much ...

Useful phrases:

- What are these?
- What's in the cartons?
- We need your help.
- Let's start work!
- Let's pick the coconuts!
- No way!
- Yummy!

★ Vocabulary:

- | | |
|----------------|----------|
| • honey | • milk |
| • beans | • carton |
| • peas | • bottle |
| • coconuts | • jar |
| • mangoes | • pizza |
| • strawberries | • burger |
| • lemons | • chips |
| • orange juice | • jam |

★ BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

Before going into class

Bring in the pictures of food and drink items.

- 1 Shuffle the pictures and turn them upside down. Write two columns on the board: *How much?* and *How many?* Divide the class into two teams. Ask a student from team A to come to the front, choose a card, and place it on the board in the correct column. Each correct answer scores a point. The team with the most points wins.

e.g. Team A, Student 1: (student selects 'jam')
How much jam! (places it in the corresponding column)

Teacher: *Correct! One point!*

- 2 Show the backdrop. Have a class discussion about Yumville, the people who live there, what grows there etc.

e.g. Teacher: (pointing to the backdrop) *What is this place?*

Student 1: *Yumville!*

Teacher: *What kind of trees can you see?*

Student 2: *Coconut trees! etc.*

- 3 Play *Fruit Salad* with the class: divide the class into *coconuts*, *mangoes* or *lemons*. Everyone sits in a circle. The teacher stands in the middle and begins the game by saying:

e.g. *There are a lot of coconuts today! All the coconuts change seats, and whoever is*

left without a chair continues the game by standing in the middle. If the person in the middle says Fruit Salad!, everyone has to change seats!

(all the coconuts change seats, meanwhile the Teacher finds a seat in the circle)

Student 1: *There are a lot of lemons today! (all the lemons change seats) etc.*

(Activities to familiarise the students with the lyrics of the song.)

- 4 Ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

(have the students march in a line, like soldiers, moving in time to the music)

Staying healthy's really cool,

So listen to my golden rule:

Fruit and veggies every day

Keep the doctor far away!

Keep your body strong and fit, (bend down, touch toes)

You must, you must look after it! (stretch up, arms in the air)

(have the students march in line, like soldiers, moving in time to the music)

Staying healthy's really cool,

So listen to another rule:

Lots of sleep and exercise

Makes you healthy, rich and wise!

- 5 What have the elves (*right arm outstretched, then left*)

Got up on the shelves? (cross arms over chest, then hold out both hands in front)

Play 1 – A day in Yumville!

Burgers, pizzas or cakes?
No way! No! Not today! *(cross hands quickly in front of one another)*
It's harvest time,

Shout hooray! *(hands in the air)*
No way! No! Not today!
There's honey, beans and peas! *(cross hands quickly in front of one another)*

Script & Stage Directions

A day in Yumville!

Scene 1 (Track 156)

(Rolly is waiting Stage Right for the others to arrive. He's jumping up and down with excitement.)

Alvin: *(entering with Mona, Emma, Harry, Lee and Erlina)* Rolly! Nice to see you again!

Rolly: *(welcoming the others)* Hello, everyone! Welcome to Yumville!

Mona: Wow! There are a lot of fruit and vegetables here!

Rolly: Of course. Fruit and veggies every day keep the doctor far away!
(addresses the audience) Do you like staying healthy?

Audience: YES!

Rolly: Do you eat fruit and veggies?

Audience: YES!

Rolly: Do you want to sing with me?

Audience: YES!
(everyone joins in the singing)
Staying healthy's really cool,
So listen to my golden rule:

Fruit and veggies every day
Keep the doctor far away!
Keep your body strong and fit,
You must, you must look after it!
Staying healthy's really cool,
So listen to another rule:
Lots of sleep and exercise
Makes you healthy, rich and wise!

Rolly: It's harvest time in Yumville. We need your help.

Lee: How many trees are there?

Rolly: A lot! Look!

Emma: What are these? *(addresses the audience)*

Audience: Lemons!

Harry: What are these? *(addresses the audience)*

Audience: Coconuts!

Erlina: OK, everyone. Let's start work!

Lee: This is fun! Let's pick the coconuts!

All: Yeah!

Scene 2 (Track 157)

Emma: *(pointing to the shelves)* Look! There's so much food! Yummy!

Lee: What have the elves got on the shelves?

Emma: What's in the cartons? *(addresses the audience)*

Audience: Orange juice!

Harry: What's in the jars? *(addresses the audience)*

Audience: Jam!

Mona: What's in the bottles? *(addresses the audience)*

Audience: Milk!

Alvin: Is there a lot of food? *(addresses the audience)*

Audience: Yes!

Rolly: Let's sing, everybody!
(everyone joins in the singing)

What have the elves
Got up on the shelves?
Burgers, pizzas or cakes?

No way! No! Not today!
It's harvest time,
Shout hooray!
No way! No! Not today!
There's honey, beans and peas!

Rolly: Here are some presents for you! *(gives them the hamper of food)*

Alvin: Thank you, Rolly. Yummy! Some orange juice, some milk and some jam!

Rolly: Good food for good friends!
(addresses the audience) Stand up, everyone! Wave your hands and shout 'To good health and good friends!'

Audience: To good health and good friends!

Erlina: Time to go! Thank you, Rolly!

All: Thank you, Rolly! Bye!

Rolly: Come again next year! Bye! *(Erlina, Alvin, Harry, Lee, Mona and Emma exit)*

Play 2 – Crow Castle!

★ Outline:

The characters visit Crow Castle, where they meet Carl the Crow and find out about life in the past. Alvin decides to play a trick on everyone!

★ Characters:

| | |
|-------|-------------------------|
| Mona | Alvin |
| Emma | Carl the Crow |
| Harry | Suit of armour (knight) |
| Lee | Erlina |

★ Structures/Functions:

Talking about the past:

- Did they dress in expensive clothes?

- Yes, they did.
- He painted pictures.
- They made the world a better place.

Useful phrases:

- Welcome!
- It's only me!
- Sorry!
- That's a good idea!
- Cool!
- Bye for now!

★ Vocabulary:

- castle
- knight
- king
- queen
- suit of armour
- noise
- scared
- guardian
- painter
- composer
- writer

★ BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

Before going into class

Prepare slips of paper with the name of a (now dead) famous person on each one – make sure your students will know who they are!

- 1 Stick a slip of paper on each student's forehead, (they must not see the name they are given). Tell the students that they were all famous people in their former lives! The aim of the game is for the students to find out who they were by moving around the classroom and asking each of their classmates one question about themselves.

*e.g. Student 1: (has 'Mozart' on his/her forehead)
Was I a man?*

Student 2: Yes!

Student 1: Was I a composer?

Student 3: Yes!

Student 1: Was I Mozart?

Student 4: Yes! etc.

- 2 Show the backdrop. Have a class discussion about the castle.

Teacher: (pointing to the backdrop) What is this place?

Student 1: Crow Castle!

Teacher: Who's this? (pointing to portrait of king)

Student 2: A king! etc.

- 3 Play *Castles!* with the class. The students find a space in the room and practise responding to the following cues:

All hail! = boys bow and girls curtsy

Sir Lancelot! = mime riding a horse

Cannon balls! = crouch in a ball

Let's dance! = find a partner and do the waltz

Michelangelo! = strike a pose (as if posing for a painting!)

Guard! = stand to attention like a guard

Touché! = mime fencing

Then, play some music and ask the students to move around the room. Stop the music and give them one of the cues. Anyone not responding correctly is out of the game.

(Activities to familiarise the students with the lyrics of the song.)

- 4 Ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

(Have students sway from side to side, in time with the music.)

Astronauts and doctors,

Nurses, writers, teachers –

They made the world a better place, *(stretch right arm to the side, then left)*

They did it for the human race! *(keep both arms outstretched as though beseeching)*

They did what they did, *(make a victory pose – like 'Goal!')*

They gave it their best!

And now it is up to us *(point to yourself)*

To try and do the rest! *(stretch right arm to the side, then left)*

Play 2 – Crow Castle!

(Have students sway from side to side, in time with the music.)

Artists and composers,

Athletes, actors, dancers –

They made the world a better place, *(stretch right arm to the side, then left)*

They did it for the human race! *(keep both arms outstretched as though beseeching)*

5 Life was so fine, you know, *(boys bow, girls curtsy)*

Hundreds of years ago.

I wish there was a way *(hands together, look upwards, as though wishing/praying)*

To be a knight for just one day!

They lived in big castles,

They danced with the Queen. *(do the waltz with a partner)*

They travelled on horses *(mime riding a horse)*

And looked like machines! *(strike the pose of a 'machine')*

They fenced in the morning *(mime fencing)*

And played chess at night. *(mime playing chess)*

They guarded the castle, *(mime guarding)*

And learned how to fight! *(strike the pose of a strong man)*

Script & Stage Directions

Crow Castle!

Scene 1 (Track 158)

(Carl the Crow enters and addresses the audience.)

Carl: Hello!

Audience: Hello!

Carl: My name's Carl the Crow. I'm the guardian of Crow Castle.
(SFX noises off stage)

Carl: Ah! The children are here. Bye for now!

Audience: Bye!

(Lee, Erlina, Mona, Harry and Emma arrive)

Carl: Welcome to the castle!

Lee: *(looking around)* Wow! This is amazing!

Emma: *(pointing at portraits)* Look at the King! Look at the Queen!

Mona: Did they dress in expensive clothes?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They dressed in expensive clothes!

Harry: Did they listen to music?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They listened to music!

Lee: Did they dance, too?

Carl: *(addresses the audience)* Did they?

Audience: Yes, they did!

Carl: Yes. They danced all night!

Emma: Who's that? *(Emma points to the painting of the composer)*

Carl: That's a famous composer. He played the violin for the King and Queen! *(Carl speaks, pointing to the painting of the composer and then to the king and queen)*

Mona: And who's that? *(Mona points to the painting of the painter)*

Carl: That's a famous painter. He painted pictures of the King and Queen. *(Carl speaks, pointing to the painting of the painter and then to the king and queen)*

Harry: Who's that? *(Harry points to the painting of the writer)*

Carl: That's a famous writer. He wrote plays about the King and Queen! *(Carl speaks, pointing to the painting of the writer and then to the king and queen)*

Lee: They were clever!

Carl: Oh, yes! They made the world a better place. *(addresses the audience)*
Everybody sing!

Astronauts and doctors,

Nurses, writers, teachers –

They made the world a better place,

They did it for the human race!

They did what they did,

They gave it their best!

And now it is up to us

To try and do the rest!

Artists and composers,

Play 2 – Crow Castle!

Athletes, actors, dancers –
They made the world a better place,
They did it for the human race!

Carl: Come with me. Let me show you the rest of the castle! *(they all exit)*

Scene 2 (Track 159)

(The children enter. They are looking at the suit of armour.)

Harry: What's this?

Carl: It's a suit of armour. The knights dressed like that!

Lee: Cool! Did they walk around like that, too?

Carl: Oh, yes!

Harry: *(saying hello to the suit)* Hello!

Alvin: *(Alvin speaks from inside the suit of armour)* Hello!

Harry: That knight talked!!

Lee: *(addresses the audience)* Oh, no, it didn't!

Audience: Oh, yes, it did!

Emma: Let's go! I'm scared! *(they begin to walk, Alvin dressed as a knight, walks behind them, following Harry)*

Harry: What's that noise? I can hear something! *(he turns around, sees the suit of armour behind him and screams. The others all look round and scream, too)*

All: Aargh!

Alvin: *(identifying himself)* It's OK. It's only me!

Mona: Alvin! You scared us!

Alvin: Sorry! I wanted to be a knight for a day!

Carl: A knight for a day? That's a good idea! Let's all sing a song! *(addresses the audience)*

Audience: Yes!

Carl: Come on, join in:

Life was so fine, you know,
Hundreds of years ago.
I wish there was a way
To be a knight for just one day!

They lived in big castles,
They danced with the Queen.
They travelled on horses
And looked like machines!

They fenced in the morning
And played chess at night.
They guarded the castle
And learned how to fight.

Carl: *(to audience)* Did you have a good time?

Audience: YES!

Carl: Well, thank you for coming. Goodbye.

All: Goodbye!

Play 3 – A Holliday in Port Fairy!

★ Outline:

The characters go on summer holiday to Port Fairy! They meet Peggy the Penguin and explore her fairy garden.

★ Characters:

| | |
|-------|-------------------|
| Mona | Alvin |
| Emma | Peggy the Penguin |
| Harry | Erlina |
| Lee | |

★ Structures/Functions:

Talking about future plans:

- We're going to go on holiday.
- You'll have a nice surprise.
- Are we going to go swimming?

Useful phrases:

- I've got a surprise for you!
- Make a wish!
- Wait and see!
- I'm having a great time.
- You're on holiday!
- Have a nice holiday!

★ Vocabulary:

- | | |
|---------------|--------------|
| • fairy | • dive |
| • penguin | • go sailing |
| • fish | • swim |
| • flower | • games |
| • armadillo | • ice cream |
| • take photos | |

★ BEFORE THE PLAY

(Activities to familiarise the students with the language of the play.)

Before going into class

Bring in blank sheets of paper.

- 1 Distribute the sheets of paper. The students draw a quick sketch (stress that it need only be a stick figure and shouldn't be anything fancy) for their classmates to guess what they are going to do on holiday. Give a time limit of two or three minutes. To make things more difficult (and more fun!), the students can cover the picture, and slowly uncover it for their classmate to guess.

e.g. Student 1: (student holds up sketch of swimming) What am I going to do on holiday?

Student 2: Are you going to sleep?

Student 1: No!

Student 3: Are you going to swim?

Student 1: Yes! etc.

(Now student 3 takes a turn and asks student 4, and so the game continues.)

- 2 Show the backdrop. Have a class discussion about Port Fairy.

e.g. Teacher: (pointing to the backdrop) Where is this place?

Student 1: Port Fairy!

Teacher: What's this? (pointing to wishing well)

Student 2: A wishing well! etc.

- 3 Play *Wishing Well!* with the class. The students form a circle. Appoint two students to be the wishing well. They stand in the centre, facing each other and holding both hands. Choose a student to go to the wishing well and make a wish. Whatever he/she wishes for, the other two (the wishing well students) must assist him/her in any way!

e.g. Student 1: (closes eyes and throws an imaginary coin into the wishing well) I want to be famous! etc.

The *wishing well* students must now spring into action – taking a picture, asking for an autograph, clapping, cheering etc. This can be a very amusing and rewarding activity if you encourage the students to be as creative as they want. There are no wrong answers and no one loses!

Now, student 1 takes the place of one of the wishing well students and the game continues with another student from the circle.

(Activities to familiarise the students with the lyrics of the song.)

- 4 Ask the students to listen and repeat the words after you. Play the song, encouraging the students to join in with the actions.

Fairy flowers and fairy fish (*cross fingers and sway from side to side*)

Will you help us make a wish?

Fairy bluebird, fairy wren,

Close your eyes and count to ten! (*close eyes as though wishing*)

In the Magic Garden (*wave a pretend wand in the air*)
We'll make a magic spell.

Play 3 – A Holliday in Port Fairy!

We'll throw a silver coin (*mime throwing a coin in the well*)
In the wishing well!

Fairy flowers and fairy fish (*cross fingers and sway from side to side*)
Will you help us make a wish?
Fairy penguin, fairy bell,
We'll see you by the wishing well! (*close eyes as though wishing*)

- 5 We are going to fly to the sky, (*mime flying*)
We are going on holiday!
Yes, we're going to fly on the wings of a dove
Singing Polly – Wolly – Doodle all the day! (*wave both hands*)
Fly away! (*flap imaginary wings*)

Fly away!
We are going to fly away!
We are going away on a holiday
Singing Polly – Wolly – Doodle all the day! (*wave both hands*)

We are going to fly to the sky, (*mime flying*)
We are going on holiday!
Yes, we're going to send you lots of love (*blow kisses*)
Singing Polly – Wolly – Doodle all the day! (*wave both hands*)

Script & Stage Directions

A holiday in Port Fairy!

Scene 1 (Track 160)

(*Enter stage left: Lee, Harry, Emma, Mona, Alvin and Erlina.*)

Emma: Port Fairy is so cool! We're going to have a great holiday!

Erlina: I've got a surprise for you!

Harry: What is it, Erlina?

Erlina: Do you like fairies?

All: Yes!

Erlina: (*addressing audience*) Do **you** like fairies?

Audience: Yes!

Erlina: Do you want to meet my special friend?

All: Yes

Erlina: (*addressing audience*) Do **you** want to meet my special friend?

Audience: Yes!

(*enter Peggy, the fairy penguin*)

Erlina: This is Peggy, the fairy penguin!

Peggy: Hello, everyone!

All: Hello, Peggy!

Peggy: (*addressing audience*) Hello!

Audience: Hello, Peggy!

Peggy: (*beckoning the children*) Come with me! I'll show you around my fairy garden. (*moves to the right of the stage*) Look, here it is!

Erlina: Wow! Fairy flowers, fairy fish and fairy armadillos!

All: Ooh!

Peggy: Do you like my fairy garden?

Audience: Yes!

Peggy: Do you want to make a wish?

Audience: Yes!

Peggy: We'll all make a wish. What will you ask for, children?

Harry: I'll ask for an A in my test!

Mona: I'll ask for a ball for Missy!

Lee: I'll ask for a new bike!

Emma: I'll ask for my own fairy garden!

Erlina: (*to audience*) Let's all sing!

Fairy flowers and fairy fish –
Will you help us make a wish?
Fairy bluebird, fairy wren,
Close your eyes and count to ten!

In the Magic Garden
We'll make a magic spell.
We'll throw a silver coin
In the wishing well!

Play 3 – A Holliday in Port Fairy!

Fairy flowers and fairy fish –
Will you help us make a wish?
Fairy penguin, fairy bell,
We'll see you by the wishing well!

Harry: I'm having a great time here!
Lee: What are we going to do next?
Peggy: Wait and see! You'll have a nice surprise!

Scene 2 (Track 161)

(The characters are all on stage, in front of the ship.)

Harry: Are we going to go sailing?
Peggy: Of course! You're on holiday!
Alvin: I'm going to swim with the dolphins!
Emma: I'm going to dive in the sea!
Mona: I'm going to take lots of photos!
Harry: I'm going to eat a big ice cream!
Lee: I'm going to play games all day!
Erlina: (to audience) Do you want to go on holiday, too?
Audience: Yes!
Erlina: Are you going to dive in the sea?
Audience: Yes!
Erlina: Are you going to take photos?
Audience: Yes!
Erlina: Are you going to eat ice cream?
Audience: Yes!
Erlina: Are you going to play lots of games?
Audience: Yes!
Erlina: Alright, then! Come fly with me! Let's sing, everyone!

We are going to fly into the sky,
We are going on holiday!
Yes, we're going to fly on the wings of a dove
Singing Polly – Wolly – Doodle all the day!

Fly away!
Fly away!
We are going to fly away!
We are going away on a holiday
Singing Polly – Wolly – Doodle all the day!

We are going to fly into the sky,
We are going on holiday!
Yes, we're going send you lots of love
Singing Polly – Wolly – Doodle all the day!

All: Bye! Have a nice holiday, everyone!

ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ. 4 КЛАСС (102 ч)¹

| Тематическое планирование | Характеристика учебной деятельности учащихся |
|--|---|
| <p>Знакомство: с одноклассниками, учителем, персонажами детских произведений: имя, возраст, город, страна.</p> <p>Приветствие, прощание: с использованием типичных фраз английского речевого этикета. (4 ч)</p> <p><i>Starter Unit — Round-up lessons! (4 ч)</i></p> | <ul style="list-style-type: none"> Ведут этикетный диалог в ситуации бытового общения (приветствуют, прощаются, узнают, как дела, знакомятся, расспрашивают о возрасте). Воспроизводят наизусть тексты рифмовок, песен. Воспроизводят графически и каллиграфически корректно все изученные лексические единицы (полупечатным шрифтом). Различают на слух и адекватно произносят все звуки английского языка. Соблюдают правильное ударение в словах и фразах, интонацию в целом. Распознают и полностью понимают речь одноклассника в ходе общения с ним. Используют мимику и жесты в случаях, когда не хватает языковых средств. Употребляют глагол <i>to be</i>, глагольную конструкцию <i>have got</i>, глагол <i>can</i>, конструкцию <i>May I...?</i>, притяжательные местоимения, время <i>Present Continuous</i>, предлоги направления и движения <i>over, through, into, out of, up, down</i>. |
| <p>Я и моя семья: члены семьи, их имена, возраст, внешность, черты характера, увлечения/хобби, (9 ч)</p> <p><i>Starter Unit — Round-up lessons! (5 ч)</i></p> <p><i>Module 2 — A Space Trip (2 ч)</i></p> <p><i>Module 3 — Who Was It? (2 ч)</i></p> | <ul style="list-style-type: none"> Пользуются основными коммуникативными типами речи (описанием, сообщением, рассказом)—представляют членов своей семьи, описывают (предмет, картинку, внешность, как празднуют день рождения и почему любят этот праздник); рассказывают (о себе, членах своей семьи и любимой еде, о том, какая бывает погода, что носят в разную погоду, и о любимых праздниках). |
| <p>Мой день (распорядок дня, домашние обязанности). Покупки в магазине: одежда, обувь, основные продукты питания, Любимая еда. (10 ч)</p> <p><i>Starter Unit — Round-up lessons! (1 ч)</i></p> <p><i>Module 1 — In Town (2 ч)</i></p> <p><i>Module 2 — A Space Trip (2 ч)</i></p> <p><i>Module 5 — The Country Code (1 ч)</i></p> <p><i>Module 6 — Yumville (4 ч)</i></p> <p>Семейные праздники: день рождения, Новый год/Рождество. Подарки. (5 ч)</p> <p><i>Module 9 — The Fairy Garden (3 ч)</i></p> <p><i>Happy New Year! (Игра—часть 1) (1 ч)</i></p> <p><i>Valentine's Day/Peter and Fevronia Day (Игра—часть 2) (1 ч)</i></p> | <ul style="list-style-type: none"> Ведут этикетный диалог в ситуации бытового общения (поздравляют с днём рождения, другими праздниками). Ведут диалог-расспрос (о любимой еде, любимых праздниках, увлечениях) и диалог—побуждение к действию (сообщают о погоде и советуют, что нужно надеть, обсуждают, что подарить на день рождения). Создают мини-проекты. Используют переспрос или просьбу повторить для уточнения отдельных деталей. Умеют начать, поддержать и завершить разговор. Оперируют активной лексикой в процессе общения. Воспроизводят наизусть тексты рифмовок, песен. Понимают на слух речь учителя, одноклассников и небольшие доступные тексты в аудиозаписи, построенные на изученном языковом материале и содержащие некоторые незнакомые слова. Вербально или невербально реагируют на услышанное. Выразительно читают вслух небольшие тексты, содержащие как изученный языковой материал, так и отдельные новые слова. Анализируют буквосочетания и их транскрипцию. Зрительно воспринимают текст, узнают знакомые слова, грамматические явления и полностью понимают его содержание. Пишут с опорой на образец небольшой рассказ о своей семье, любимой еде, любимом празднике, а также поздравление с днём рождения. Пишут личное письмо другу с опорой на образец, а также поздравительные открытки на день рождения и Рождество. Владеют основными правилами чтения и орфографии. |
| <p>Мир моих увлечений. Мои любимые занятия. Виды спорта и спортивные игры. Мои любимые сказки. (11 ч)</p> <p><i>Starter Unit — Round-up lessons! (4 ч)</i></p> <p><i>Module 2 — A Space Trip (1 ч)</i></p> <p><i>Module 7 — Knights and Castles (1 ч)</i></p> | <ul style="list-style-type: none"> Ведут диалог-расспрос (о том, что умеют делать одноклассники, о любимом увлечении и любимом виде спорта, о том, на каких музыкальных инструментах умеют играть) и диалог—побуждение к действию (предложения по поводу совместного проведения выходного дня, занятия музыкой, спортом), комбинированный вид диалога. |

¹ 68 учебных часов для общеобразовательных организаций и свыше 68 часов для модели школ с углублённым изучением английского языка.

| Тематическое планирование | Характеристика учебной деятельности учащихся |
|---|--|
| <p><i>Module 9 – The Fairy Garden (1ч)</i> <i>Module 10 – Port Fairy (4ч)</i></p> | <ul style="list-style-type: none"> • Рассказывают (о том, что умеют делать, чем увлекаются), выражая своё отношение. • Отличают дифтонги от монофтонгов. • Соблюдают нормы произношения звуков английского языка в чтении вслух и устной речи. |
| <p>Выходной день (в зоопарке, цирке). Каникулы. (5ч) <i>Module 2 – A Space Trip (1ч)</i> <i>Module 4 – Who Was It? (1ч)</i> <i>Module 5 – The Country Code (1ч)</i> <i>Module 7 – Knights and Castles (1ч)</i> <i>Module 8 – Willow's Story (1ч)</i></p> | <ul style="list-style-type: none"> • Воспроизводят слова по транскрипции. • Группируют слова по их тематической принадлежности. • Пересказывают прочитанный текст по опорам. • Пишут с опорой на образец небольшой рассказ о своём увлечении, рассказы о родном городе. • Создают мини-проекты. • Соблюдают правильное ударение в словах и фразах, интонацию в целом. • Соблюдают нормы произношения звуков английского языка в чтении вслух и устной речи и правильно произносят предложения с точки зрения их ритмико-интонационных особенностей. • Употребляют глагол <i>to be</i>, глагольную конструкцию <i>have got</i>, глагол <i>can</i>, конструкцию <i>May I...?</i>, притяжательные местоимения, время <i>Present Continuous</i>, предлоги направления и движения <i>over, through, into, out of, up, down</i>. • Употребляют время <i>Present Simple</i>, наречия образа действия, наречия частоты действия <i>always, usually, sometimes, never</i>, предлоги времени <i>in, on, at</i>. • Употребляют глагол <i>to be</i> в <i>Past Simple</i>. • Употребляют глаголы <i>must/mustn't, have to, should/shouldn't</i>, местоимения в объектном падеже. • Употребляют время <i>Past Simple</i> (правильные и неправильные глаголы), инфинитив глагола с частицей <i>to</i> и без неё. • Употребляют вопросительные слова, время <i>Future Simple</i>. • Употребляют выражение <i>to be going to</i>, время <i>Present Perfect</i>. |
| <p>Я и мои друзья. Имя, возраст, день рождения, внешность, характер, увлечения/хобби. Совместные занятия. (8ч) <i>Starter Unit – Round-up lessons! (1ч)</i> <i>Module 2 – A Space Trip (2ч)</i> <i>Module 3 – Animal Elections (1ч)</i> <i>Module 4 – Who Was It? (1ч)</i> <i>Module 8 – Willow's Story (1ч)</i> <i>Module 9 – The Fairy Garden (2ч)</i></p> <p>Письмо зарубежному другу. (4ч) <i>Module 2 – A Space Trip (1ч)</i> <i>Module 7 – Knights and Castles (1ч)</i> <i>Module 9 – The Fairy Garden (1ч)</i> <i>Module 10 – Port Fairy (1ч)</i></p> <p>Любимое домашнее животное: имя, возраст, цвет, размер, характер, что умеет делать. (3ч) <i>Module 3 – Animal Elections (3ч)</i></p> | <ul style="list-style-type: none"> • Диалог-расспрос об увлечении друга. • Рассказывают о друге/друзьях (имя, возраст, что умеет/умеют делать). • Описывают любимое животное и говорят о том, что оно умеет делать. • Оперировать активной лексикой в процессе общения. • Воспроизводят наизусть текст песен. • Понимают на слух речь учителя, одноклассников и небольшие доступные тексты в аудиозаписи. • Воспринимают на слух и понимают как основную информацию, содержащуюся в тексте, так и детали. • Читают вслух и про себя и понимают небольшие тексты, содержащие как изученный языковой материал, так и отдельные новые слова. • Зрительно воспринимают текст, узнавая знакомые слова. • Пишут с опорой на образец короткое личное письмо. • Создают мини-проекты. • Прогнозируют содержание текста на основе заголовка. • Употребляют глагол <i>to be</i>, глагольную конструкцию <i>have got</i>, глагол <i>can</i>, конструкцию <i>May I...?</i>, притяжательные местоимения, время <i>Present Continuous</i>, предлоги направления и движения <i>over, through, into, out of, up, down</i>. • Употребляют время <i>Present Simple</i>, наречия образа действия, наречия частоты действия <i>always, usually, sometimes, never</i>, предлоги времени <i>in, on, at</i>. • Употребляют степени сравнения имён прилагательных. • Употребляют глагол <i>to be</i> в <i>Past Simple</i>. • Употребляют время <i>Past Simple</i> (правильные и неправильные глаголы), инфинитив глагола с частицей <i>to</i> и без неё. • Употребляют вопросительные слова, время <i>Future Simple</i>. • Употребляют выражение <i>to be going to</i>, время <i>Present Perfect</i>. |

| Тематическое планирование | Характеристика учебной деятельности учащихся |
|---|--|
| <p>Моя школа. Классная комната, учебные предметы, школьные принадлежности. (5ч) <i>Starter Unit — Round-up lessons! (1ч)</i> <i>Module 2 — A Space Trip (4ч)</i></p> <p>Учебные занятия на уроках. (5ч) <i>Starter Unit — Round-up lessons! (1ч)</i> <i>Module 2 — A Space Trip (1ч)</i> <i>Module 5 — The Country Code (2ч)</i> <i>Module 7 — Knights and Castles (1ч)</i></p> | <ul style="list-style-type: none"> • Ведут диалог-расспрос (спрашивают, какие уроки есть в школе, что делают на разных уроках, расспрашивают друг друга о любимом уроке). • Воспринимают на слух и понимают речь учителя, одноклассников в процессе общения на уроке. • Вербально или невербально реагируют на услышанное. • Читают вслух и про себя небольшие тексты, содержащие как изученный языковой материал, так и отдельные новые слова. • Зрительно воспринимают текст, узнают знакомые слова, грамматические явления, полностью понимают его содержание. • Догадываются о значении незнакомых слов по сходству с русским языком, по контексту. • Оперировать активной лексикой в процессе общения. • Употребляют глагол <i>to be</i>, глагольную конструкцию <i>have got</i>, глагол <i>can</i>, конструкцию <i>May I...?</i>, притяжательные местоимения, время <i>Present Continuous</i>, предлоги направления и движения <i>over, through, into, out of, up, down</i>. • Употребляют время <i>Present Simple</i>, наречия образа действия, наречия частоты действия <i>always, usually, sometimes, never</i>, предлоги времени <i>in, on, at</i>. • Употребляют глаголы <i>must/mustn't, have to, should/shouldn't</i>, местоимения в объектном падеже. • Употребляют время <i>Past Simple</i> (правильные глаголы). |
| <p>Мир вокруг меня. Мой дом/квартира/комната: названия комнат, их размер, предметы мебели и интерьера. (6ч) <i>Module 1 — In Town (2ч)</i> <i>Module 4 — Who Was It? (4ч)</i> Любимое время года. Погода. (8ч) <i>Starter Unit — Round-up lessons! (2ч)</i> <i>Module 10 — Port Fairy (6ч)</i></p> <p>Природа. Домашние и дикие животные. (5ч) <i>Starter Unit — Round-up lessons! (1ч)</i> <i>Module 3 — Animal Elections (3ч)</i> <i>Module 4 — Who Was It? (1ч)</i></p> | <ul style="list-style-type: none"> • Ведут диалог-расспрос (о названиях комнат в доме/квартире, о предметах мебели и интерьера, о различной погоде; о том, что можно делать в разную погоду, где находятся члены семьи, о любимом животном и любимом времени года). • Оперировать активной лексикой в процессе общения. • Понимают на слух речь учителя, одноклассников и небольшие доступные тексты в аудиозаписи, построенные на изученном языковом материале: краткие диалоги, рифмовки, песни. • Вербально или невербально реагируют на услышанное. • Выразительно читают вслух и про себя небольшие тексты, содержащие как изученный языковой материал, так и отдельные незнакомые слова. • Пишут с опорой на образец небольшой рассказ. • Создают мини-проекты. • Соблюдают правильное ударение в словах и фразах, интонацию в целом. • Соблюдают нормы произношения звуков английского языка в чтении вслух и устной речи и корректно произносят предложения с точки зрения их ритмико-интонационных особенностей. • Употребляют глагол <i>to be</i>, глагольную конструкцию <i>have got</i>, глагол <i>can</i>, конструкцию <i>May I...?</i>, притяжательные местоимения, время <i>Present Continuous</i>, предлоги направления и движения <i>over, through, into, out of, up, down</i>. • Употребляют предлоги места <i>next to, between, on the left of, on the right of</i>, неопределённый и определённый артикли, множественное число имён существительных. • Употребляют степени сравнения имён прилагательных. • Употребляют глагол <i>to be</i> в <i>Past Simple</i>. • Употребляют выражение <i>to be going to</i>, время <i>Present Perfect</i>. |
| <p>Страна/страны изучаемого языка и родная страна. Общие сведения: название, столица, крупные города. (3ч) <i>Starter Unit — Round-up lessons! (1ч)</i> <i>Module 4 — Who Was It? (1ч)</i> <i>Module 10 — Port Fairy (1ч)</i></p> | <ul style="list-style-type: none"> • Читают про себя и понимают небольшие тексты, содержащие как изученный языковой материал, так и отдельные незнакомые слова. • Используют контекстуальную или языковую догадку в процессе чтения и аудирования. • Используют транскрипционные значки для создания устных образов слов в графической форме. • Читают предложения с правильным фразовым и логическим ударением. • Соблюдают правильное ударение в словах и фразах, интонацию в целом. |

| Тематическое планирование | Характеристика учебной деятельности учащихся |
|---|--|
| | <ul style="list-style-type: none"> Опируют активной лексикой в процессе общения. Воспроизводят наизусть небольшие произведения детского фольклора: рифмовки, стихотворения. Понимают на слух речь учителя, высказывания одноклассников. Соблюдают нормы произношения звуков английского языка в чтении вслух и устной речи и корректно произносят предложения с точки зрения их ритмико-интонационных особенностей. Пользуются англо-русским словарём с применением знания алфавита. Пересказывают прочитанный текст по опорам. Создают мини-проекты. Пишут с опорой на образец небольшой рассказ о родном городе. Используют весь грамматический и лексический материал, изученный в течение года. Употребляют глагол <i>to be</i>, глагольную конструкцию <i>have got</i>, глагол <i>can</i>, конструкцию <i>May I...?</i>, притяжательные местоимения, время <i>Present Continuous</i>, предлоги направления и движения <i>over, through, into, out of, up, down</i>. Употребляют глагол <i>to be</i> в <i>Past Simple</i>. Употребляют выражение <i>to be going to</i>, время <i>Present Perfect</i>. |
| <p>Литературные персонажи популярных книг моих сверстников (имена героев книг, черты характера). Сюжеты некоторых популярных английских сказок. Некоторые произведения детского фольклора на английском языке (рифмовки, стихи, песни, сказки). (8 ч)</p> <p><i>Starter Unit — Round-up lessons! (1 ч)</i></p> <p><i>Module 2 — A Space Trip (1 ч)</i></p> <p><i>Module 7 — Knights and Castles (3 ч)</i></p> <p><i>Module 8 — Willow's Story (2 ч)</i></p> <p><i>Module 10 — Port Fairy (1 ч)</i></p> | <ul style="list-style-type: none"> Воспроизводят наизусть небольшие произведения детского фольклора: рифмовки, стихотворения. Описывают персонажей сказок/книг/мультфильмов своей страны и других стран. Задают вопросы, отвечают на вопросы собеседника. Составляют собственный рассказ о персонаже сказки/мультфильма по аналогии. Создают мини-проекты, пишут небольшой рассказ по образцу. Пишут с опорой на образец небольшой рассказ о знаменитых людях, о людях творческих профессий. Вербально или невербально реагируют на услышанное. Соблюдают порядок слов в предложении. Употребляют глагол <i>to be</i>, глагольную конструкцию <i>have got</i>, глагол <i>can</i>, конструкцию <i>May I...?</i>, притяжательные местоимения, время <i>Present Continuous</i>, предлоги направления и движения <i>over, through, into, out of, up, down</i>. Употребляют время <i>Present Simple</i>, наречия образа действия, наречия частоты действия <i>always, usually, sometimes, never</i>, предлоги времени <i>in, on, at</i>. <i>Past Simple</i> (правильные и неправильные глаголы), инфинитив глагола с частицей <i>to</i> и без неё. Употребляют выражение <i>to be going to</i>, время <i>Present Perfect</i>. |
| <p>Некоторые формы речевого и неречевого этикета англоговорящих стран в ряде ситуаций общения (в школе, во время совместной игры, в магазине). (4 ч)</p> <p><i>Starter Unit — Round-up lessons! (2 ч)</i></p> <p><i>Module 6 — Yumville (1 ч)</i></p> <p><i>Module 10 — Port Fairy (1 ч)</i></p> | <ul style="list-style-type: none"> Ведут этикетные диалоги в пределах изучаемых ситуаций общения. Начинают, поддерживают и завершают разговор. Опируют активной лексикой в процессе общения. Воспроизводят наизусть небольшие произведения детского фольклора: рифмовки, стихотворения, песни. Понимают на слух речь учителя, одноклассников. Соблюдают нормы произношения звуков английского языка в чтении вслух и устной речи и корректно произносят предложения с точки зрения их ритмико-интонационных особенностей. Вербально или невербально выражают своё отношение к действию. Употребляют побудительные предложения в утвердительной и отрицательной форме. Воспроизводят основные коммуникативные типы предложений на основе речевых образцов. Используют мимику и жесты в случаях, когда не хватает языковых средств. Группируют слова по их тематической принадлежности. Используют слова адекватно ситуации общения/изображению. Различают коммуникативный тип фразы по её интонации. |

| Тематическое планирование | Характеристика учебной деятельности учащихся |
|---------------------------|---|
| | <ul style="list-style-type: none">• Используют в речи простейшие устойчивые словосочетания, оценочную лексику и речевые клише в соответствии с коммуникативной задачей.• Употребляют глагол <i>to be</i>, глагольную конструкцию <i>have got</i>, глагол <i>can</i>, конструкцию <i>May I...?</i>, притяжательные местоимения, время <i>Present Continuous</i>, предлоги направления и движения <i>over, through, into, out of, up, down</i>.• Употребляют выражение <i>to be going to</i>, время <i>Present Perfect</i>. |

ОДОБРЕНА
решением федерального учебно-
методического объединения по общему
образованию
(протокол от 23 июня 2022 г. № 3/22)

ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ ДЛЯ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ

Пояснительная записка

Примерная рабочая программа воспитания для общеобразовательных организаций (далее — Программа) служит основой для разработки рабочей программы воспитания основной образовательной программы общеобразовательной организации.

Программа разработана с учётом Федерального закона от 29.12.2012 № 273-ФЗ «Об образовании в Российской Федерации», Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р) и Плана мероприятий по её реализации в 2021 — 2025 годах (Распоряжение Правительства Российской Федерации от 12.11.2020 № 2945-р), Стратегии национальной безопасности Российской Федерации (Указ Президента Российской Федерации от 02.07.2021 № 400), федеральных государственных образовательных стандартов (далее — ФГОС) начального общего образования (Приказ Минпросвещения России от 31.05.2021 № 286), основного общего образования (Приказ Минпросвещения России от 31.05.2021 № 287), среднего общего образования (Приказ Минобрнауки России от 17.05.2012 № 413).

Программа основывается на единстве и преемственности образовательного процесса всех уровней общего образования, соотносится с примерными рабочими программами воспитания для организаций дошкольного и среднего профессионального образования.

Рабочая программа воспитания предназначена для планирования и организации системной воспитательной деятельности; разрабатывается и утверждается с участием коллегиальных органов управления общеобразовательной организацией, в том числе советов обучающихся, советов родителей (законных представителей); реализуется в единстве урочной и внеурочной деятельности, осуществляемой совместно с семьёй и другими участниками образовательных отношений, социальными институтами воспитания; предусматривает приобщение обучающихся к российским традиционным духовным ценностям, включая ценности своей этнической группы, правилам и нормам поведения, принятым в российском обществе на основе российских базовых конституционных норм и ценностей; историческое просвещение, формирование российской культурной и гражданской идентичности обучающихся.

Программа включает три раздела: целевой, содержательный, организационный.

Приложение — примерный календарный план воспитательной работы.

При разработке или обновлении рабочей программы воспитания её содержание, за исключением целевого раздела, может изменяться в соответствии с особенностями общеобразователь-

ной организации: организационно-правовой формой, контингентом обучающихся и их родителей (законных представителей), направленностью образовательной программы, в том числе предусматривающей углублённое изучение отдельных учебных предметов, учитывающей этнокультурные интересы, особые образовательные потребности обучающихся.

Пояснительная записка не является частью рабочей программы воспитания в общеобразовательной организации.

Курсивным шрифтом в тексте Программы выделены пояснения для разработчиков рабочей программы воспитания в общеобразовательной организации.

РАЗДЕЛ 1. ЦЕЛЕВОЙ

Участниками образовательных отношений являются педагогические и другие работники общеобразовательной организации, обучающиеся, их родители (законные представители), представители иных организаций, участвующие в реализации образовательного процесса в соответствии с законодательством Российской Федерации, локальными актами общеобразовательной организации. Родители (законные представители) несовершеннолетних обучающихся имеют преимущественное право на воспитание своих детей. Содержание воспитания обучающихся в общеобразовательной организации определяется содержанием российских базовых (гражданских, национальных) норм и ценностей, которые закреплены в Конституции Российской Федерации. Эти ценности и нормы определяют инвариантное содержание воспитания обучающихся. Вариативный компонент содержания воспитания обучающихся включает духовно-нравственные ценности культуры, традиционных религий народов России.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется в соответствии с приоритетами государственной политики в сфере воспитания, установленными в Стратегии развития воспитания в Российской Федерации на период до 2025 года (Распоряжение Правительства Российской Федерации от 29.05.2015 № 996-р). Приоритетной задачей Российской Федерации в сфере воспитания детей является развитие высоконравственной личности, разделяющей российские традиционные духовные ценности, обладающей актуальными знаниями и умениями, способной реализовать свой потенциал в условиях современного общества, готовой к мирному созиданию и защите Родины.

1.1 Цель и задачи воспитания обучающихся

Современный российский национальный воспитательный идеал — высоконравственный,

творческий, компетентный гражданин России, принимающий судьбу Отечества как свою личную, осознающий ответственность за настоящее и будущее страны, укоренённый в духовных и культурных традициях многонационального народа Российской Федерации.

В соответствии с этим идеалом и нормативными правовыми актами Российской Федерации в сфере образования **цель воспитания** обучающихся в общеобразовательной организации: развитие личности, создание условий для самоопределения и социализации на основе социокультурных, духовно-нравственных ценностей и принятых в российском обществе правил и норм поведения в интересах человека, семьи, общества и государства, формирование у обучающихся чувства патриотизма, гражданственности, уважения к памяти защитников Отечества и подвигам Героев Отечества, закону и правопорядку, человеку труда и старшему поколению, взаимного уважения, бережного отношения к культурному наследию и традициям многонационального народа Российской Федерации, природе и окружающей среде.

Задачи воспитания обучающихся в общеобразовательной организации: усвоение ими знаний норм, духовно-нравственных ценностей, традиций, которые выработало российское общество (социально значимых знаний); формирование и развитие личностных отношений к этим нормам, ценностям, традициям (их освоение, принятие); приобретение соответствующего этим нормам, ценностям, традициям социокультурного опыта поведения, общения, межличностных и социальных отношений, применения полученных знаний; достижение личностных результатов освоения общеобразовательных программ в соответствии с ФГОС. Личностные результаты освоения обучающимися общеобразовательных программ включают осознание российской гражданской идентичности, сформированность ценностей самостоятельности и инициативы, готовность обучающихся к саморазвитию, самостоятельности и личностному самоопределению, наличие мотивации к целенаправленной социально значимой деятельности, сформированность внутренней позиции личности как особого ценностного отношения к себе, окружающим людям и жизни в целом.

Воспитательная деятельность в общеобразовательной организации планируется и осуществляется на основе аксиологического, антропологического, культурно-исторического, системно-деятельностного, личностно-ориентированного подходов и с учётом принципов воспитания: гуманистической направленности воспитания, совместной деятельности детей и взрослых, следования нравственному примеру, безопасной жизнедеятельности, инклюзивности, возрасто-сообразности.

1.2 Направления воспитания

Программа реализуется в единстве учебной и воспитательной деятельности общеобразовательной организации по основным направлениям воспитания в соответствии с ФГОС:

- **гражданское воспитание** — формирование российской гражданской идентичности, принадлежности к общности граждан Российской Федерации, к народу России как источнику власти в Российском государстве и субъекту тысячелетней российской государственности, уважения к правам, свободам и обязанностям гражданина России, правовой и политической культуры;
- **патриотическое воспитание** — воспитание любви к родному краю, Родине, своему народу, уважения к другим народам России; историческое просвещение, формирование российского национального исторического сознания, российской культурной идентичности;
- **духовно-нравственное воспитание** — воспитание на основе духовно-нравственной культуры народов России, традиционных религий народов России, формирование традиционных российских семейных ценностей; воспитание честности, доброты, милосердия, справедливости, дружелюбия и взаимопомощи, уважения к старшим, к памяти предков;
- **эстетическое воспитание** — формирование эстетической культуры на основе российских традиционных духовных ценностей, приобщение к лучшим образцам отечественного и мирового искусства;
- **физическое воспитание, формирование культуры здорового образа жизни и эмоционального благополучия** — развитие физических способностей с учётом возможностей и состояния здоровья, навыков безопасного поведения в природной и социальной среде, чрезвычайных ситуациях;
- **трудовое воспитание** — воспитание уважения к труду, трудящимся, результатам труда (своего и других людей), ориентация на трудовую деятельность, получение профессии, личностное самовыражение в продуктивном, нравственно достойном труде в российском обществе, достижение выдающихся результатов в профессиональной деятельности;
- **экологическое воспитание** — формирование экологической культуры, ответственного, бережного отношения к природе, окружающей среде на основе российских традиционных духовных ценностей, навыков охраны, защиты, восстановления природы, окружающей среды;
- **ценности научного познания** — воспитание стремления к познанию себя и других людей, природы и общества, к получению знаний, качественного образования с учётом личностных интересов и общественных потребностей.

1.3 Целевые ориентиры результатов воспитания

Требования к личностным результатам освоения обучающимися образовательных программ начального общего, основного общего, среднего общего образования установлены в соответствующих ФГОС.

На основании этих требований в данном разделе представлены целевые ориентиры результатов в воспитании, развитии личности обучающихся, на достижение которых должна быть направлена деятельность педагогического коллектива для выполнения требований ФГОС.

Целевые ориентиры определены в соответствии с инвариантным содержанием воспитания обучающихся на основе российских базовых (гражданских, конституционных) ценностей, обеспечивают единство воспитания, воспитательного пространства.

Целевые ориентиры результатов воспитания сформулированы на уровнях начального общего, основного общего, среднего общего образования по направлениям воспитания в соответствии с ФГОС.

Целевые ориентиры результатов воспитания на уровне начального общего образования.

| Целевые ориентиры |
|---|
| <p>Гражданско-патриотическое воспитание</p> <p>Знающий и любящий свою малую родину, свой край, имеющий представление о Родине — России, её территории, расположении. Сознательный принадлежность к своему народу и к общности граждан России, проявляющий уважение к своему и другим народам. Понимающий свою причастность к прошлому, настоящему и будущему родного края, своей Родины — России, Российского государства. Понимающий значение гражданских символов (государственная символика России, своего региона), праздников, мест почитания героев и защитников Отечества, проявляющий к ним уважение. Имеющий первоначальные представления о правах и ответственности человека в обществе, гражданских правах и обязанностях. Принимающий участие в жизни класса, общеобразовательной организации, в доступной по возрасту социально значимой деятельности.</p> |
| <p>Духовно-нравственное воспитание</p> <p>Уважающий духовно-нравственную культуру своей семьи, своего народа, семейные ценности с учётом национальной, религиозной принадлежности. Сознательный ценность каждой человеческой жизни, признающий индивидуальность и достоинство каждого человека. Доброжелательный, проявляющий сопереживание, готовность оказывать помощь, выражающий неприятие поведения, причиняющего физический и моральный вред другим людям, уважающий старших. Умеющий оценивать поступки с позиции их соответствия нравственным нормам, осознающий ответственность за свои поступки. Владеющий представлениями о многообразии языкового и культурного пространства России, имеющий первоначальные навыки общения с людьми разных народов, вероисповеданий. Сознательный нравственную и эстетическую ценность литературы, родного языка, русского языка, проявляющий интерес к чтению.</p> |
| <p>Эстетическое воспитание</p> <p>Способный воспринимать и чувствовать прекрасное в быту, природе, искусстве, творчестве людей. Проявляющий интерес и уважение к отечественной и мировой художественной культуре. Проявляющий стремление к самовыражению в разных видах художественной деятельности, искусстве.</p> |
| <p>Физическое воспитание, формирование культуры здоровья и эмоционального благополучия</p> <p>Бережно относящийся к физическому здоровью, соблюдающий основные правила здорового и безопасного для себя и других людей образа жизни, в том числе в информационной среде.</p> |

ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ

Целевые ориентиры

Владеющий основными навыками личной и общественной гигиены, безопасного поведения в быту, природе, обществе.

Ориентированный на физическое развитие с учётом возможностей здоровья, занятия физкультурой и спортом.

Сознающий и принимающий свою половую принадлежность, соответствующие ей психофизические и поведенческие особенности с учётом возраста.

Трудовое воспитание

Сознающий ценность труда в жизни человека, семьи, общества.

Проявляющий уважение к труду, людям труда, бережное отношение к результатам труда, ответственное потребление.

Проявляющий интерес к разным профессиям.

Участвующий в различных видах доступного по возрасту труда, трудовой деятельности.

Экологическое воспитание

Понимающий ценность природы, зависимость жизни людей от природы, влияние людей на природу, окружающую среду.

Проявляющий любовь и бережное отношение к природе, неприятие действий, приносящих вред природе, особенно живым существам.

Выражающий готовность в своей деятельности придерживаться экологических норм.

Ценности научного познания

Выражающий познавательные интересы, активность, любознательность и самостоятельность в познании, интерес и уважение к научным знаниям, науке.

Обладающий первоначальными представлениями о природных и социальных объектах, многообразии объектов и явлений природы, связи живой и неживой природы, о науке, научном знании.

Имеющий первоначальные навыки наблюдений, систематизации и осмысления опыта в естественнонаучной и гуманитарной областях знания.

Целевые ориентиры результатов воспитания на уровне основного общего образования.

Целевые ориентиры

Гражданское воспитание

Знающий и принимающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе.

Понимающий сопричастность к прошлому, настоящему и будущему народа России, тысячелетней истории российской государственности на основе исторического просвещения, российского национального исторического сознания.

Проявляющий уважение к государственным символам России, праздникам.

Проявляющий готовность к выполнению обязанностей гражданина России, реализации своих гражданских прав и свобод при уважении прав и свобод, законных интересов других людей.

Выражающий неприятие любой дискриминации граждан, проявлений экстремизма, терроризма, коррупции в обществе.

Принимающий участие в жизни класса, общеобразовательной организации, в том числе самоуправления, ориентированный на участие в социально значимой деятельности.

Патриотическое воспитание

Сознающий свою национальную, этническую принадлежность, любящий свой народ, его традиции, культуру.

Проявляющий уважение к историческому и культурному наследию своего и других народов России, символам, праздникам, памятникам, традициям народов, проживающих в родной стране.

Проявляющий интерес к познанию родного языка, истории и культуры своего края, своего народа, других народов России.

Целевые ориентиры

Знающий и уважающий достижения нашей Родины — России в науке, искусстве, спорте, технологиях, боевые подвиги и трудовые достижения, героев и защитников Отечества в прошлом и современности.

Принимающий участие в мероприятиях патриотической направленности.

Духовно-нравственное воспитание

Знающий и уважающий духовно-нравственную культуру своего народа, ориентированный на духовные ценности и нравственные нормы народов России, российского общества в ситуациях нравственного выбора (с учётом национальной, религиозной принадлежности).

Выражающий готовность оценивать своё поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с учётом осознания последствий поступков.

Выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих традиционным в России духовно-нравственным нормам и ценностям.

Сознающий соотношение свободы и ответственности личности в условиях индивидуального и общественного пространства, значение и ценность межнационального, межрелигиозного согласия людей, народов в России, умеющий общаться с людьми разных народов, вероисповеданий.

Проявляющий уважение к старшим, к российским традиционным семейным ценностям, институту брака как союзу мужчины и женщины для создания семьи, рождения и воспитания детей.

Проявляющий интерес к чтению, к родному языку, русскому языку и литературе как части духовной культуры своего народа, российского общества.

Эстетическое воспитание

Выражающий понимание ценности отечественного и мирового искусства, народных традиций и народного творчества в искусстве.

Проявляющий эмоционально-чувственную восприимчивость к разным видам искусства, традициям и творчеству своего и других народов, понимание их влияния на поведение людей.

Сознающий роль художественной культуры как средства коммуникации и самовыражения в современном обществе, значение нравственных норм, ценностей, традиций в искусстве.

Ориентированный на самовыражение в разных видах искусства, в художественном творчестве.

Физическое воспитание, формирование культуры здоровья и эмоционального благополучия

Понимающий ценность жизни, здоровья и безопасности, значение личных усилий в сохранении здоровья, знающий и соблюдающий правила безопасности, безопасного поведения, в том числе в информационной среде.

Выражающий установку на здоровый образ жизни (здоровое питание, соблюдение гигиенических правил, сбалансированный режим занятий и отдыха, регулярную физическую активность).

Проявляющий неприятие вредных привычек (курения, употребления алкоголя, наркотиков, игровой и иных форм зависимостей), понимание их последствий, вреда для физического и психического здоровья.

Умеющий осознавать физическое и эмоциональное состояние (свое и других людей), стремящийся управлять собственным эмоциональным состоянием.

Способный адаптироваться к меняющимся социальным, информационным и природным условиям, стрессовым ситуациям.

Трудовое воспитание

Уважающий труд, результаты своего труда, труда других людей.

Проявляющий интерес к практическому изучению профессий и труда различного рода, в том числе на основе применения предметных знаний.

Сознающий важность трудолюбия, обучения труду, накопления навыков трудовой деятельности на протяжении жизни для успешной профессиональной самореализации в российском обществе.

Участвующий в решении практических трудовых дел, задач (в семье, общеобразовательной организации, своей местности) технологической и социальной направленности, способный инициировать, планировать и самостоятельно выполнять такого рода деятельность.

Выражающий готовность к осознанному выбору и построению индивидуальной траектории образования и жизненных планов с учётом личных и общественных интересов, потребностей.

Целевые ориентиры

Экологическое воспитание

Понимающий значение и глобальный характер экологических проблем, путей их решения, значение экологической культуры человека, общества.
 Сознующий свою ответственность как гражданина и потребителя в условиях взаимосвязи природной, технологической и социальной сред.
 Выражающий активное неприятие действий, приносящих вред природе.
 Ориентированный на применение знаний естественных и социальных наук для решения задач в области охраны природы, планирования своих поступков и оценки их возможных последствий для окружающей среды.
 Участвующий в практической деятельности экологической, природоохранной направленности.

Ценности научного познания

Выражающий познавательные интересы в разных предметных областях с учётом индивидуальных интересов, способностей, достижений.
 Ориентированный в деятельности на научные знания о природе и обществе, взаимосвязях человека с природной и социальной средой.
 Развивающий навыки использования различных средств познания, накопления знаний о мире (языковая, читательская культура, деятельность в информационной, цифровой среде).
 Демонстрирующий навыки наблюдений, накопления фактов, осмысления опыта в естественно-научной и гуманитарной областях познания, исследовательской деятельности.

Целевые ориентиры результатов воспитания на уровне среднего общего образования.

Целевые ориентиры

Гражданское воспитание

Осознанно выражающий свою российскую гражданскую принадлежность (идентичность) в поликультурном, многонациональном и многоконфессиональном российском обществе, в мировом сообществе.
 Сознующий своё единство с народом России как источником власти и субъектом тысячелетней российской государственности, с Российским государством, ответственность за его развитие в настоящем и будущем на основе исторического просвещения, сформированного российского национального исторического сознания.
 Проявляющий готовность к защите Родины, способный аргументированно отстаивать суверенитет и достоинство народа России и Российского государства, сохранять и защищать историческую правду.
 Ориентированный на активное гражданское участие на основе уважения закона и правопорядка, прав и свобод сограждан.
 Осознанно и деятельно выражающий неприятие любой дискриминации по социальным, национальным, расовым, религиозным признакам, проявлений экстремизма, терроризма, коррупции, антигосударственной деятельности.
 Обладающий опытом гражданской социально значимой деятельности (в ученическом самоуправлении, волонтерском движении, экологических, военно-патриотических и др. объединениях, акциях, программах).

Патриотическое воспитание

Выражающий свою национальную, этническую принадлежность, приверженность к родной культуре, любовь к своему народу.
 Сознующий причастность к многонациональному народу Российской Федерации, Российскому Отечеству, российскую культурную идентичность.
 Проявляющий деятельное ценностное отношение к историческому и культурному наследию своего и других народов России, традициям, праздникам, памятникам народов, проживающих в родной стране — России.
 Проявляющий уважение к соотечественникам, проживающим за рубежом, поддерживающий их права, защиту их интересов в сохранении российской культурной идентичности.

Целевые ориентиры

Духовно-нравственное воспитание

Проявляющий приверженность традиционным духовно-нравственным ценностям, культуре народов России с учётом мировоззренческого, национального, конфессионального самоопределения. Действующий и оценивающий своё поведение и поступки, поведение и поступки других людей с позиций традиционных российских духовно-нравственных ценностей и норм с осознанием последствий поступков, деятельно выражающий неприятие антигуманных и асоциальных поступков, поведения, противоречащих этим ценностям.

Проявляющий уважение к жизни и достоинству каждого человека, свободе мировоззренческого выбора и самоопределения, к представителям различных этнических групп, религий народов России, их национальному достоинству и религиозным чувствам с учётом соблюдения конституционных прав и свобод всех граждан.

Понимающий и деятельно выражающий ценность межнационального, межрелигиозного согласия людей, народов в России, способный вести диалог с людьми разных национальностей, отношения к религии и религиозной принадлежности, находить общие цели и сотрудничать для их достижения.

Ориентированный на создание устойчивой семьи на основе российских традиционных семейных ценностей; понимания брака как союза мужчины и женщины для создания семьи, рождения и воспитания в семье детей; неприятия насилия в семье, ухода от родительской ответственности. Обладающий сформированными представлениями о ценности и значении в отечественной и мировой культуре языков и литературы народов России, демонстрирующий устойчивый интерес к чтению как средству познания отечественной и мировой духовной культуры.

Эстетическое воспитание

Выражающий понимание ценности отечественного и мирового искусства, российского и мирового художественного наследия.

Проявляющий восприимчивость к разным видам искусства, понимание эмоционального воздействия искусства, его влияния на поведение людей, умеющий критически оценивать это влияние. Проявляющий понимание художественной культуры как средства коммуникации и самовыражения в современном обществе, значения нравственных норм, ценностей, традиций в искусстве. Ориентированный на осознанное творческое самовыражение, реализацию творческих способностей в разных видах искусства с учётом российских традиционных духовных и нравственных ценностей, на эстетическое обустройство собственного быта.

Физическое воспитание, формирование культуры здоровья и эмоционального благополучия

Понимающий и выражающий в практической деятельности ценность жизни, здоровья и безопасности, значение личных усилий в сохранении и укреплении своего здоровья и здоровья других людей.

Соблюдающий правила личной и общественной безопасности, в том числе безопасного поведения в информационной среде.

Выражающий на практике установку на здоровый образ жизни (здоровое питание, соблюдение гигиены, режим занятий и отдыха, регулярную физическую активность), стремление к физическому совершенствованию, соблюдающий и пропагандирующий безопасный и здоровый образ жизни. Проявляющий сознательное и обоснованное неприятие вредных привычек (курения, употребления алкоголя, наркотиков, любых форм зависимостей), деструктивного поведения в обществе и цифровой среде, понимание их вреда для физического и психического здоровья.

Демонстрирующий навыки рефлексии своего состояния (физического, эмоционального, психологического), состояния других людей с точки зрения безопасности, сознательного управления своим эмоциональным состоянием, развивающий способности адаптироваться к стрессовым ситуациям в общении, в разных коллективах, к меняющимся условиям (социальным, информационным, природным).

Трудовое воспитание

Уважающий труд, результаты труда, трудовые и профессиональные достижения своих земляков, их вклад в развитие своего поселения, края, страны, трудовые достижения российского народа. Проявляющий способность к творческому созидательному социально значимому труду в доступных по возрасту социально-трудовых ролях, в том числе предпринимательской деятельности в условиях самозанятости или наёмного труда.

Целевые ориентиры

Участвующий в социально значимой трудовой деятельности разного вида в семье, общеобразовательной организации, своей местности, в том числе оплачиваемом труде в каникулярные периоды, с учётом соблюдения законодательства.

Выражающий осознанную готовность к получению профессионального образования, к непрерывному образованию в течение жизни как условию успешной профессиональной и общественной деятельности.

Понимающий специфику трудовой деятельности, регулирования трудовых отношений, самообразования и профессиональной самоподготовки в информационном высокотехнологическом обществе, готовый учиться и трудиться в современном обществе.

Ориентированный на осознанный выбор сферы трудовой, профессиональной деятельности в российском обществе с учётом личных жизненных планов, потребностей своей семьи, общества.

Экологическое воспитание

Демонстрирующий в поведении сформированность экологической культуры на основе понимания влияния социально-экономических процессов на природу, в том числе на глобальном уровне, ответственность за действия в природной среде.

Выражающий деятельное неприятие действий, приносящих вред природе.

Применяющий знания естественных и социальных наук для разумного, бережливого природопользования в быту, общественном пространстве.

Имеющий и развивающий опыт экологически направленной, природоохранной, ресурсосберегающей деятельности, участвующий в его приобретении другими людьми.

Ценности научного познания

Деятельно выражающий познавательные интересы в разных предметных областях с учётом своих интересов, способностей, достижений.

Обладающий представлением о современной научной картине мира, достижениях науки и техники, аргументированно выражающий понимание значения науки в жизни российского общества, обеспечении его безопасности, гуманитарном, социально-экономическом развитии России.

Демонстрирующий навыки критического мышления, определения достоверной научной информации и критики антинаучных представлений.

Развивающий и применяющий навыки наблюдения, накопления и систематизации фактов, осмысления опыта в естественнонаучной и гуманитарной областях познания, исследовательской деятельности.

РАЗДЕЛ 2. СОДЕРЖАТЕЛЬНЫЙ

2.1 Уклад общеобразовательной организации

В данном разделе раскрываются основные особенности уклада общеобразовательной организации.

Уклад задаёт порядок жизни общеобразовательной организации и аккумулирует ключевые характеристики, определяющие особенности воспитательного процесса. Уклад общеобразовательной организации удерживает ценности, принципы, нравственную культуру взаимоотношений, традиции воспитания, в основе которых лежат российские базовые ценности, определяет условия и средства воспитания, отражающие самобытный облик общеобразовательной организации и её репутацию в окружающем образовательном пространстве, социуме.

Ниже приведён примерный перечень ряда основных и дополнительных характеристик, значи-

мых для описания уклада, особенностей условий воспитания в общеобразовательной организации.

Основные характеристики (целесообразно учитывать в описании):

- основные вехи истории общеобразовательной организации, выдающиеся события, деятели в её истории;
- «миссия» общеобразовательной организации в самосознании её педагогического коллектива;
- наиболее значимые традиционные дела, события, мероприятия в общеобразовательной организации, составляющие основу воспитательной системы;
- традиции и ритуалы, символика, особые нормы этикета в общеобразовательной организации;
- социальные партнёры общеобразовательной организации, их роль, возможности в развитии, совершенствовании условий воспитания, воспитательной деятельности;
- значимые для воспитания проекты и программы, в которых общеобразовательная организация уже участвует или планирует участвовать

(федеральные, региональные, муниципальные, международные, сетевые и др.), включённые в систему воспитательной деятельности;

- реализуемые инновационные, перспективные воспитательные практики, определяющие «уникальность» общеобразовательной организации; результаты их реализации, трансляции в системе образования;
- наличие проблемных зон, дефицитов, препятствий достижению эффективных результатов в воспитательной деятельности и решения этих проблем, отсутствующие или недостаточно выраженные в массовой практике.

Дополнительные характеристики (могут учитываться в описании):

- особенности местоположения и социокультурного окружения общеобразовательной организации, историко-культурная, этнокультурная, конфессиональная специфика населения местности, включённость в историко-культурный контекст территории;
- контингент обучающихся, их семей, его социально-культурные, этнокультурные, конфессиональные и иные особенности, состав (стабильный или нет), наличие и состав обучающихся с особыми образовательными потребностями, с ОВЗ, находящихся в трудной жизненной ситуации и др.;
- организационно-правовая форма общеобразовательной организации, наличие разных уровней общего образования, направленность образовательных программ, в том числе наличие образовательных программ с углублённым изучением учебных предметов;
- режим деятельности общеобразовательной организации, в том числе характеристики по решению участников образовательных отношений (форма обучающихся, организация питания и т. п.);
- наличие вариативных учебных курсов, практик гражданской, духовно-нравственной, социокультурной, экологической и т. д. воспитательной направленности, в том числе включённых в учебные планы по решению участников образовательных отношений, авторских курсов, программ воспитательной направленности, самостоятельно разработанных и реализуемых педагогами общеобразовательной организации.

2.2 Виды, формы и содержание воспитательной деятельности

Виды, формы и содержание воспитательной деятельности в этом разделе планируются, представляются по модулям. Здесь модуль — часть рабочей программы воспитания, в которой описываются виды, формы и содержание воспитательной работы в учебном году в рамках определённого направления деятельности в общеоб-

разовательной организации. Каждый из модулей обладает воспитательным потенциалом с особыми условиями, средствами, возможностями воспитания (урочная деятельность, внеурочная деятельность, взаимодействие с родителями и др.).

В Программе представлены примерные описания воспитательной работы в рамках основных (инвариантных) модулей, согласно правовым условиям реализации общеобразовательных программ (урочная деятельность, внеурочная деятельность и т. д.) Раздел можно дополнить описанием дополнительных (вариативных) модулей, если такая деятельность реализуется в общеобразовательной организации (дополнительное образование, детские общественные объединения, школьные медиа, школьный музей, добровольческая деятельность (волонтёрство), школьные спортивные клубы, школьные театры, наставничество), а также описанием иных модулей, разработанных в самой общеобразовательной организации.

Последовательность описания модулей является примерной, в рабочей программе воспитания общеобразовательной организации их можно расположить в последовательности, соответствующей значимости в воспитательной деятельности общеобразовательной организации по самооценке педагогического коллектива.

Урочная деятельность

Реализация воспитательного потенциала уроков (урочной деятельности, аудиторных занятий в рамках максимально допустимой учебной нагрузки) может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- максимальное использование воспитательных возможностей содержания учебных предметов для формирования у обучающихся российских традиционных духовно-нравственных и социокультурных ценностей, российского исторического сознания на основе исторического просвещения; подбор соответствующего содержания уроков, заданий, вспомогательных материалов, проблемных ситуаций для обсуждений;
- включение учителями в рабочие программы по учебным предметам, курсам, модулям целевых ориентиров результатов воспитания, их учёт в определении воспитательных задач уроков, занятий;
- включение учителями в рабочие программы учебных предметов, курсов, модулей тематики в соответствии с календарным планом воспитательной работы;
- выбор методов, методик, технологий, оказывающих воспитательное воздействие на личность в соответствии с воспитательным идеалом, целью и задачами воспитания, целевыми ориентирами результатов воспитания; реали-

зацию приоритета воспитания в учебной деятельности;

- привлечение внимания обучающихся к ценностному аспекту изучаемых на уроках предметов, явлений и событий, инициирование обсуждений, высказываний своего мнения, выработки своего личностного отношения к изучаемым событиям, явлениям, лицам;
- применение интерактивных форм учебной работы — интеллектуальных, стимулирующих познавательную мотивацию, игровых методик, дискуссий, дающих возможность приобрести опыт ведения конструктивного диалога; групповой работы, которая учит строить отношения и действовать в команде, способствует развитию критического мышления;
- побуждение обучающихся соблюдать нормы поведения, правила общения со сверстниками и педагогами, соответствующие укладу общеобразовательной организации, установление и поддержку доброжелательной атмосферы;
- организацию шефства мотивированных и эрудированных обучающихся над неуспевающими одноклассниками, в том числе с особыми образовательными потребностями, дающего обучающимся социально значимый опыт сотрудничества и взаимной помощи;
- инициирование и поддержку исследовательской деятельности обучающихся, планирование и выполнение индивидуальных и групповых проектов воспитательной направленности.

Внеурочная деятельность

Реализация воспитательного потенциала внеурочной деятельности в целях обеспечения индивидуальных потребностей обучающихся осуществляется в рамках выбранных ими курсов, занятий (указываются конкретные курсы, занятия, другие формы работы в рамках внеурочной деятельности, реализуемые в общеобразовательной организации или запланированные):

- курсы, занятия исторического просвещения, патриотической, гражданско-патриотической, военно-патриотической, краеведческой, историко-культурной направленности;
- курсы, занятия духовно-нравственной направленности по религиозным культурам народов России, основам духовно-нравственной культуры народов России, духовно-историческому краеведению;
- курсы, занятия познавательной, научной, исследовательской, просветительской направленности;
- курсы, занятия экологической, природоохранной направленности;
- курсы, занятия в области искусств, художественного творчества разных видов и жанров;
- курсы, занятия туристско-краеведческой направленности;

- курсы, занятия оздоровительной и спортивной направленности.

Классное руководство

Реализация воспитательного потенциала классного руководства как особого вида педагогической деятельности, направленной, в первую очередь, на решение задач воспитания и социализации обучающихся, может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- планирование и проведение классных часов целевой воспитательной тематической направленности;
- инициирование и поддержку классными руководителями участия классов в общешкольных делах, мероприятиях, оказание необходимой помощи обучающимся в их подготовке, проведении и анализе;
- организацию интересных и полезных для личностного развития обучающихся совместных дел, позволяющих вовлекать в них обучающихся с разными потребностями, способностями, давать возможности для самореализации, устанавливать и укреплять доверительные отношения, стать для них значимым взрослым, задающим образцы поведения;
- сплочение коллектива класса через игры и тренинги на командообразование, внеучебные и внешкольные мероприятия, походы, экскурсии, празднования дней рождения обучающихся, классные вечера;
- выработку совместно с обучающимися правил поведения класса, участие в выработке таких правил поведения в общеобразовательной организации;
- изучение особенностей личностного развития обучающихся путём наблюдения за их поведением, в специально создаваемых педагогических ситуациях, в играх, беседах по нравственным проблемам; результаты наблюдения сверяются с результатами бесед с родителями, учителями, а также (при необходимости) со школьным психологом;
- доверительное общение и поддержку обучающихся в решении проблем (налаживание взаимоотношений с одноклассниками или педагогами, успеваемость и т. д.), совместный поиск решений проблем, коррекцию поведения обучающихся через частные беседы индивидуально и вместе с их родителями, с другими обучающимися класса;
- индивидуальную работу с обучающимися класса по ведению личных портфолио, в которых они фиксируют свои учебные, творческие, спортивные, личностные достижения;
- регулярные консультации с учителями-предметниками, направленные на формирование единства требований по вопросам воспитания

и обучения, предупреждение и/или разрешение конфликтов между учителями и обучающимися;

- проведение мини-педсоветов для решения конкретных проблем класса, интеграции воспитательных влияний педагогов на обучающихся, привлечение учителей-предметников к участию в классных делах, дающих им возможность лучше узнавать и понимать обучающихся, общаясь и наблюдая их во внеучебной обстановке, участвовать в родительских собраниях класса;
- организацию и проведение регулярных родительских собраний, информирование родителей об успехах и проблемах обучающихся, их положении в классе, жизни класса в целом, помощь родителям и иным членам семьи в отношениях с учителями, администрацией;
- создание и организацию работы родительского комитета класса, участвующего в решении вопросов воспитания и обучения в классе, общеобразовательной организации;
- привлечение родителей (законных представителей), членов семей обучающихся к организации и проведению воспитательных дел, мероприятий в классе и общеобразовательной организации;
- проведение в классе праздников, конкурсов, соревнований и т. п.

Основные школьные дела

Реализация воспитательного потенциала основных школьных дел может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общешкольные праздники, ежегодные творческие (театрализованные, музыкальные, литературные и т. п.) мероприятия, связанные с общероссийскими, региональными праздниками, памятными датами, в которых участвуют все классы;
- участие во всероссийских акциях, посвящённых значимым событиям в России, мире;
- торжественные мероприятия, связанные с завершением образования, переходом на следующий уровень образования, символизирующие приобретение новых социальных статусов в общеобразовательной организации, обществе;
- церемонии награждения (по итогам учебного периода, года) обучающихся и педагогов за участие в жизни общеобразовательной организации, достижения в конкурсах, соревнованиях, олимпиадах, вклад в развитие общеобразовательной организации, своей местности;
- социальные проекты в общеобразовательной организации, совместно разрабатываемые и реализуемые обучающимися и педагогами, в том числе с участием социальных партнёров, комплексы дел благотворительной, экологиче-

ской, патриотической, трудовой и др. направленности;

- проводимые для жителей поселения, своей местности и организуемые совместно с семьями обучающихся праздники, фестивали, представления в связи с памятными датами, значимыми событиями для жителей поселения;
- разновозрастные сборы, многодневные выездные события, включающие в себя комплекс коллективных творческих дел гражданской, патриотической, историко-краеведческой, экологической, трудовой, спортивно-оздоровительной и др. направленности;
- вовлечение по возможности каждого обучающегося в школьные дела в разных ролях (сценаристов, постановщиков, исполнителей, корреспондентов, ведущих, декораторов, музыкальных редакторов, ответственных за костюмы и оборудование, за приглашение и встречу гостей и т. д.), помощь обучающимся в освоении навыков подготовки, проведения, анализа общешкольных дел;
- наблюдение за поведением обучающихся в ситуациях подготовки, проведения, анализа основных школьных дел, мероприятий, их отношениями с обучающимися разных возрастов, с педагогами и другими взрослыми.

Внешкольные мероприятия

Реализация воспитательного потенциала внешкольных мероприятий может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- общие внешкольные мероприятия, в том числе организуемые совместно с социальными партнёрами общеобразовательной организации;
- внешкольные тематические мероприятия воспитательной направленности, организуемые педагогами по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям;
- экскурсии, походы выходного дня (в музей, картинную галерею, технопарк, на предприятие и др.), организуемые в классах классными руководителями, в том числе совместно с родителями (законными представителями) обучающихся с привлечением их к планированию, организации, проведению, оценке мероприятия;
- литературные, исторические, экологические и другие походы, экскурсии, экспедиции, слёты и т. п., организуемые педагогами, в том числе совместно с родителями (законными представителями) обучающихся для изучения историко-культурных мест, событий, биографий проживавших в этой местности российских поэтов и писателей, деятелей науки, природных и историко-культурных ландшафтов, флоры и фауны и др.;

- выездные события, включающие в себя комплекс коллективных творческих дел, в процессе которых складывается детско-взрослая общность, характеризующаяся доверительными взаимоотношениями, ответственным отношением к делу, атмосферой эмоционально-психологического комфорта.

Организация предметно-пространственной среды

Реализация воспитательного потенциала предметно-пространственной среды может предусматривать совместную деятельность педагогов, обучающихся, других участников образовательных отношений по её созданию, поддержанию, использованию в воспитательном процессе (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- оформление внешнего вида здания, фасада, холла при входе в общеобразовательную организацию государственной символикой Российской Федерации, субъекта Российской Федерации, муниципального образования (флаг, герб), изображениями символики Российского государства в разные периоды тысячелетней истории, исторической символики региона;
- организацию и проведение церемоний поднятия (спуска) государственного флага Российской Федерации;
- размещение карт России, регионов, муниципальных образований (современных и исторических, точных и стилизованных, географических, природных, культурологических, художественно оформленных, в том числе материалами, подготовленными обучающимися) с изображениями значимых культурных объектов местности, региона, России, памятных исторических, гражданских, народных, религиозных мест почитания, портретов выдающихся государственных деятелей России, деятелей культуры, науки, производства, искусства, военных, героев и защитников Отечества;
- изготовление, размещение, обновление художественных изображений (символических, живописных, фотографических, интерактивных аудио и видео) природы России, региона, местности, предметов традиционной культуры и быта, духовной культуры народов России;
- организацию и поддержание в общеобразовательной организации звукового пространства позитивной духовно-нравственной, гражданско-патриотической воспитательной направленности (звонки-мелодии, музыка, информационные сообщения), исполнение гимна Российской Федерации;
- разработку, оформление, поддержание, использование в воспитательном процессе «мест гражданского почитания» (особенно если общеобразовательная организация носит имя выдающегося исторического деятеля, учёного, героя, защитника Отечества и т. п.) в помещениях общеобразовательной организации или на прилегающей территории для общественно-гражданского почитания лиц, мест, событий в истории России; мемориалов воинской славы, памятников, памятных досок;
- оформление и обновление «мест новостей», стендов в помещениях (холл первого этажа, рекреации), содержащих в доступной, привлекательной форме новостную информацию позитивного гражданско-патриотического, духовно-нравственного содержания, фотоотчёты об интересных событиях, поздравления педагогов и обучающихся и т. п.;
- разработку и популяризацию символики общеобразовательной организации (эмблема, флаг, логотип, элементы костюма обучающихся и т. п.), используемой как повседневно, так и в торжественные моменты;
- подготовку и размещение регулярно сменяемых экспозиций творческих работ обучающихся в разных предметных областях, демонстрирующих их способности, знакомящих с работами друг друга;
- поддержание эстетического вида и благоустройство всех помещений в общеобразовательной организации, доступных и безопасных рекреационных зон, озеленение территории при общеобразовательной организации;
- разработку, оформление, поддержание и использование игровых пространств, спортивных и игровых площадок, зон активного и тихого отдыха;
- создание и поддержание в вестибюле или библиотеке стеллажей свободного книгообмена, на которые обучающиеся, родители, педагоги могут выставлять для общего использования свои книги, брать для чтения другие;
- деятельность классных руководителей и других педагогов вместе с обучающимися, их родителями по благоустройству, оформлению школьных аудиторий, пришкольной территории;
- разработку и оформление пространств проведения значимых событий, праздников, церемоний, торжественных линеек, творческих вечеров (событийный дизайн);
- разработку и обновление материалов (стендов, плакатов, инсталляций и др.), акцентирующих внимание обучающихся на важных для воспитания ценностях, правилах, традициях, укладе общеобразовательной организации, актуальных вопросах профилактики и безопасности.

Предметно-пространственная среда строится как максимально доступная для обучающихся с особыми образовательными потребностями.

Взаимодействие с родителями (законными представителями)

Реализация воспитательного потенциала взаимодействия с родителями (законными представителями) обучающихся может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- создание и деятельность в общеобразовательной организации, в классах представительных органов родительского сообщества (родительского комитета общеобразовательной организации, классов), участвующих в обсуждении и решении вопросов воспитания и обучения, деятельность представителей родительского сообщества в Управляющем совете общеобразовательной организации;
- тематические родительские собрания в классах, общешкольные родительские собрания по вопросам воспитания, взаимоотношений обучающихся и педагогов, условий обучения и воспитания;
- родительские дни, в которые родители (законные представители) могут посещать уроки и внеурочные занятия;
- работу семейных клубов, родительских гостиных, предоставляющих родителям, педагогам и обучающимся площадку для совместного досуга и общения, с обсуждением актуальных вопросов воспитания;
- проведение тематических собраний (в том числе по инициативе родителей), на которых родители могут получать советы по вопросам воспитания, консультации психологов, врачей, социальных работников, служителей традиционных российских религий, обмениваться опытом;
- родительские форумы на интернет-сайте общеобразовательной организации, интернет-сообщества, группы с участием педагогов, на которых обсуждаются интересующие родителей вопросы, согласуется совместная деятельность;
- участие родителей в психолого-педагогических консилиумах в случаях, предусмотренных нормативными документами о психолого-педагогическом консилиуме в общеобразовательной организации в соответствии с порядком привлечения родителей (законных представителей);
- привлечение родителей (законных представителей) к подготовке и проведению классных и общешкольных мероприятий;
- при наличии среди обучающихся детей-сирот, оставшихся без попечения родителей, приёмных детей целевое взаимодействие с их законными представителями.

Самоуправление

Реализация воспитательного потенциала ученического самоуправления в общеобразова-

тельной организации может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- организацию и деятельность органов ученического самоуправления (совет обучающихся или др.), избранных обучающимися;
- представление органами ученического самоуправления интересов обучающихся в процессе управления общеобразовательной организацией;
- защиту органами ученического самоуправления законных интересов и прав обучающихся;
- участие представителей органов ученического самоуправления в разработке, обсуждении и реализации рабочей программы воспитания, календарного плана воспитательной работы, в анализе воспитательной деятельности в общеобразовательной организации.

Профилактика и безопасность

Реализация воспитательного потенциала профилактической деятельности в целях формирования и поддержки безопасной и комфортной среды в общеобразовательной организации может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- организацию деятельности педагогического коллектива по созданию в общеобразовательной организации эффективной профилактической среды обеспечения безопасности жизнедеятельности как условия успешной воспитательной деятельности;
- проведение исследований, мониторинга рисков безопасности и ресурсов повышения безопасности, выделение и психолого-педагогическое сопровождение групп риска обучающихся по разным направлениям (агрессивное поведение, зависимости и др.);
- проведение коррекционно-воспитательной работы с обучающимся групп риска силами педагогического коллектива и с привлечением сторонних специалистов (психологов, конфликтологов, коррекционных педагогов, работников социальных служб, правоохранительных органов, опеки и т. д.);
- разработку и реализацию профилактических программ, направленных на работу как с девиантными обучающимися, так и с их окружением; организацию межведомственного взаимодействия;
- вовлечение обучающихся в воспитательную деятельность, проекты, программы профилактической направленности социальных и природных рисков в общеобразовательной организации и в социокультурном окружении с педагогами, родителями, социальными партнёрами (антинаркотические, антиалкогольные, против курения, вовлечения в деструктивные детские

- и молодёжные объединения, культы, субкультуры, группы в социальных сетях; по безопасности в цифровой среде, на транспорте, на воде, безопасности дорожного движения, противопожарной безопасности, антитеррористической и антиэкстремистской безопасности, гражданской обороне и т. д.);
- организацию превентивной работы с обучающимися со сценариями социально одобряемого поведения, по развитию навыков саморефлексии, самоконтроля, устойчивости к негативным воздействиям, групповому давлению;
- профилактику правонарушений, девиаций посредством организации деятельности, альтернативной девиантному поведению — познания (путешествия), испытания себя (походы, спорт), значимого общения, творчества, деятельности (в том числе профессиональной, религиозно-духовной, благотворительной, художественной и др.);
- предупреждение, профилактику и целенаправленную деятельность в случаях появления, расширения, влияния в общеобразовательной организации маргинальных групп обучающихся (оставивших обучение, криминальной направленности, с агрессивным поведением и др.);
- профилактику расширения групп, семей обучающихся, требующих специальной психолого-педагогической поддержки и сопровождения (слабоуспевающие, социально запущенные, социально неадаптированные дети-мигранты, обучающиеся с ОВЗ и т. д.).

Социальное партнёрство

Реализация воспитательного потенциала социального партнёрства может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- участие представителей организаций-партнёров, в том числе в соответствии с договорами о сотрудничестве, в проведении отдельных мероприятий в рамках рабочей программы воспитания и календарного плана воспитательной работы (дни открытых дверей, государственные, региональные, школьные праздники, торжественные мероприятия и т. п.);
- участие представителей организаций-партнёров в проведении отдельных уроков, внеурочных занятий, внешкольных мероприятий соответствующей тематической направленности;
- проведение на базе организаций-партнёров отдельных уроков, занятий, внешкольных мероприятий, акций воспитательной направленности;
- проведение открытых дискуссионных площадок (детских, педагогических, родительских) с представителями организаций-партнёров для обсуждений актуальных проблем, касающихся

- жизни общеобразовательной организации, муниципального образования, региона, страны;
- реализация социальных проектов, совместно разрабатываемых обучающимися, педагогами с организациями-партнёрами благотворительной, экологической, патриотической, трудовой и т. д. направленности, ориентированных на воспитание обучающихся, преобразование окружающего социума, позитивное воздействие на социальное окружение.

Профориентация

Реализация воспитательного потенциала профориентационной работы общеобразовательной организации может предусматривать (указываются конкретные позиции, имеющиеся в общеобразовательной организации или запланированные):

- проведение циклов профориентационных часов, направленных на подготовку обучающегося к осознанному планированию и реализации своего профессионального будущего;
- профориентационные игры (игры-симуляции, деловые игры, квесты, кейсы), расширяющие знания о профессиях, способах выбора профессий, особенностях, условиях разносторонней профессиональной деятельности;
- экскурсии на предприятия, в организации, дающие начальные представления о существующих профессиях и условиях работы;
- посещение профориентационных выставок, ярмарок профессий, тематических профориентационных парков, лагерей, дней открытых дверей в организациях профессионального, высшего образования;
- организацию на базе детского лагеря при общеобразовательной организации профориентационных смен с участием экспертов в области профориентации, где обучающиеся могут познакомиться с профессиями, получить представление об их специфике, попробовать свои силы в той или иной профессии, развить соответствующие навыки;
- совместное с педагогами изучение обучающимися интернет-ресурсов, посвящённых выбору профессий, прохождение профориентационного онлайн-тестирования, онлайн-курсов по интересующим профессиям и направлениям профессионального образования;
- участие в работе всероссийских профориентационных проектов;
- индивидуальное консультирование психологом обучающихся и их родителей (законных представителей) по вопросам склонностей, способностей, иных индивидуальных особенностей обучающихся, которые могут иметь значение в выборе ими будущей профессии;
- освоение обучающимися основ профессии в рамках различных курсов, включённых в обязательную часть образовательной программы,

в рамках компонента участников образовательных отношений, внеурочной деятельности, дополнительного образования.

РАЗДЕЛ 3. ОРГАНИЗАЦИОННЫЙ

3.1 Кадровое обеспечение

В данном разделе могут быть представлены решения в общеобразовательной организации, в соответствии с ФГОС общего образования всех уровней, по разделению функционала, связанного с планированием, организацией, обеспечением, реализацией воспитательной деятельности; по вопросам повышения квалификации педагогических работников в сфере воспитания; психолого-педагогического сопровождения обучающихся, в том числе с ОВЗ и других категорий; по привлечению специалистов других организаций (образовательных, социальных, правоохранительных и др.).

3.2 Нормативно-методическое обеспечение

В данном разделе могут быть представлены решения на уровне общеобразовательной организации по принятию, внесению изменений в должностные инструкции педагогических работников по вопросам воспитательной деятельности, ведению договорных отношений, сетевой форме организации образовательного процесса, сотрудничеству с социальными партнёрами, нормативному, методическому обеспечению воспитательной деятельности.

Представляются ссылки на локальные нормативные акты, в которые вносятся изменения в связи с утверждением рабочей программы воспитания.

3.3 Требования к условиям работы с обучающимися с особыми образовательными потребностями

Данный раздел наполняется конкретными материалами с учётом наличия обучающихся с особыми образовательными потребностями. Требования к организации среды для обучающихся с ОВЗ отражаются в примерных адаптированных основных образовательных программах для обучающихся каждой нозологической группы.

В воспитательной работе с категориями обучающихся, имеющих особые образовательные потребности: обучающихся с инвалидностью, с ОВЗ, из социально уязвимых групп (например, воспитанники детских домов, из семей мигрантов, билингвы и др.), одарённых, с отклоняющимся поведением, — создаются особые условия (описываются эти условия).

Особыми задачами воспитания обучающихся с особыми образовательными потребностями являются:

- налаживание эмоционально-положительного взаимодействия с окружающими для их успешной социальной адаптации и интеграции в общеобразовательной организации;
- формирование доброжелательного отношения к обучающимся и их семьям со стороны всех участников образовательных отношений;
- построение воспитательной деятельности с учётом индивидуальных особенностей и возможностей каждого обучающегося;
- обеспечение психолого-педагогической поддержки семей обучающихся, содействие повышению уровня их педагогической, психологической, медико-социальной компетентности.

При организации воспитания обучающихся с особыми образовательными потребностями необходимо ориентироваться на:

- формирование личности ребёнка с особыми образовательными потребностями с использованием адекватных возрасту и физическому и (или) психическому состоянию методов воспитания;
- создание оптимальных условий совместного воспитания и обучения обучающихся с особыми образовательными потребностями и их сверстников, с использованием адекватных вспомогательных средств и педагогических приёмов, организацией совместных форм работы воспитателей, педагогов-психологов, учителей-логопедов, учителей-дефектологов;
- личностно-ориентированный подход в организации всех видов деятельности обучающихся с особыми образовательными потребностями.

3.4 Система поощрения социальной успешности и проявлений активной жизненной позиции обучающихся

Система поощрения проявлений активной жизненной позиции и социальной успешности обучающихся призвана способствовать формированию у обучающихся ориентации на активную жизненную позицию, инициативность, максимально вовлекать их в совместную деятельность в воспитательных целях. Система проявлений активной жизненной позиции и поощрения социальной успешности обучающихся строится на принципах:

- публичности, открытости поощрений (информирование всех обучающихся о награждении, проведение награждений в присутствии значительного числа обучающихся);
- соответствия артефактов и процедур награждения укладу общеобразовательной организации, качеству воспитывающей среды, символике общеобразовательной организации;
- прозрачности правил поощрения (наличие положения о награждениях, неукоснительное следование порядку, зафиксированному в этом документе, соблюдение справедливости при выдвижении кандидатур);

- регулирования частоты награждений (недопущение избыточности в поощрениях, чрезмерно больших групп поощряемых и т. п.);
- сочетания индивидуального и коллективного поощрения (использование индивидуальных и коллективных наград даёт возможность стимулировать индивидуальную и коллективную активность обучающихся, преодолевать межличностные противоречия между обучающимися, получившими и не получившими награды);
- привлечения к участию в системе поощрений на всех стадиях родителей (законных представителей) обучающихся, представителей родительского сообщества, самих обучающихся, их представителей (с учётом наличия ученического самоуправления), сторонних организаций, их статусных представителей;
- дифференцированности поощрений (наличие уровней и типов наград позволяет продлить стимулирующее действие системы поощрения).

Формы поощрения проявлений активной жизненной позиции обучающихся и социальной успешности *(формы могут быть изменены, их состав расширен)*: индивидуальные и групповые портфолио, рейтинги, благотворительная поддержка.

Ведение портфолио — деятельность обучающихся при её организации и регулярном поощрении классными руководителями, поддержке родителями (законными представителями) по собиранию (накоплению) артефактов, фиксирующих и символизирующих достижения обучающегося.

Портфолио может включать артефакты признания личностных достижений, достижений в группе, участия в деятельности (грамоты, поощрительные письма, фотографии призов, фото изданий, работ и др., участвовавших в конкурсах и т. д.). Кроме индивидуального портфолио, возможно ведение портфолио класса.

Рейтинги — размещение имен (фамилий) обучающихся или названий (номеров) групп обучающихся, классов в последовательности, определяемой их успешностью, достижениями в чём-либо.

Благотворительная поддержка обучающихся, групп обучающихся (классов и др.) может заключаться в материальной поддержке проведения в общеобразовательной организации воспитательных дел, мероприятий, проведения внешкольных мероприятий, различных форм совместной деятельности воспитательной направленности, в индивидуальной поддержке нуждающихся в помощи обучающихся, семей, педагогических работников.

Благотворительность предусматривает публичную презентацию благотворителей и их деятельности.

Использование рейтингов, их форма, публичность, привлечение благотворителей, в том числе из социальных партнёров, их статус, акции, де-

ятельность должны соответствовать укладу общеобразовательной организации, цели, задачам, традициям воспитания, согласовываться с представителями родительского сообщества во избежание деструктивного воздействия на взаимоотношения в общеобразовательной организации.

3.5 Анализ воспитательного процесса

Анализ воспитательного процесса осуществляется в соответствии с целевыми ориентирами результатов воспитания, личностными результатами обучающихся на уровнях начального общего, основного общего, среднего общего образования, установленными соответствующими ФГОС.

Основным методом анализа воспитательного процесса в общеобразовательной организации является ежегодный самоанализ воспитательной работы с целью выявления основных проблем и последующего их решения с привлечением (при необходимости) внешних экспертов, специалистов.

Планирование анализа воспитательного процесса включается в календарный план воспитательной работы.

Основные принципы самоанализа воспитательной работы:

- взаимное уважение всех участников образовательных отношений;
- приоритет анализа сущностных сторон воспитания ориентирует на изучение прежде всего не количественных, а качественных показателей, таких как сохранение уклада общеобразовательной организации, качество воспитывающей среды, содержание и разнообразие деятельности, стиль общения, отношений между педагогами, обучающимися и родителями;
- развивающий характер осуществляемого анализа ориентирует на использование его результатов для совершенствования воспитательной деятельности педагогических работников (знания и сохранения в работе цели и задач воспитания, умелого планирования воспитательной работы, адекватного подбора видов, форм и содержания совместной деятельности с обучающимися, коллегами, социальными партнёрами);
- распределённая ответственность за результаты личностного развития обучающихся ориентирует на понимание того, что личностное развитие — это результат как организованного социального воспитания, в котором общеобразовательная организация участвует наряду с другими социальными институтами, так и стихийной социализации, и саморазвития.

Основные направления анализа воспитательного процесса *(предложенные направления являются примерными, их можно уточнять, корректировать, исходя из особенностей уклада,*

традиций, ресурсов общеобразовательной организации, контингента обучающихся и др.):

1. Результаты воспитания, социализации и саморазвития обучающихся.

Критерием, на основе которого осуществляется данный анализ, является динамика личностного развития обучающихся в каждом классе.

Анализ проводится классными руководителями вместе с заместителем директора по воспитательной работе (советником директора по воспитанию, педагогом-психологом, социальным педагогом, при наличии) с последующим обсуждением результатов на методическом объединении классных руководителей или педагогическом совете.

Основным способом получения информации о результатах воспитания, социализации и саморазвития обучающихся является педагогическое наблюдение. Внимание педагогов сосредоточивается на вопросах: какие проблемы, затруднения в личностном развитии обучающихся удалось решить за прошедший учебный год; какие проблемы, затруднения решить не удалось и почему; какие новые проблемы, трудности появились, над чем предстоит работать педагогическому коллективу.

2. Состояние совместной деятельности обучающихся и взрослых.

Критерием, на основе которого осуществляется данный анализ, является наличие интересной, событийно насыщенной и личностно развивающей совместной деятельности обучающихся и взрослых.

Анализ проводится заместителем директора по воспитательной работе (советником директора по воспитанию, педагогом-психологом, социальным педагогом, при наличии), классными руководителями с привлечением актива родителей (законных представителей) обучающихся, совета обучающихся. Способами получения информации о состоянии организуемой совместной деятельности обучающихся и педагогических работников могут быть анкетирования и беседы с обучающимися и их родителями (законными представителями), педагогическими работниками, представителями совета обучающихся. Результаты обсуждаются на заседании методических объединений классных руководителей или педагогическом совете. Внимание сосредоточивается на вопросах, связанных с качеством (выбираются вопросы, которые помогут проанализировать проделанную работу):

- реализации воспитательного потенциала урочной деятельности;
- организуемой внеурочной деятельности обучающихся;
- деятельности классных руководителей и их классов;
- проводимых общешкольных основных дел, мероприятий;

- внешкольных мероприятий;
- создания и поддержки предметно-пространственной среды;
- взаимодействия с родительским сообществом;
- деятельности ученического самоуправления;
- деятельности по профилактике и безопасности;
- реализации потенциала социального партнерства;
- деятельности по профориентации обучающихся;
- и т. д. по дополнительным модулям, иным позициям в п. 2.2.

Итогом самоанализа является перечень выявленных проблем, над решением которых предстоит работать педагогическому коллективу.

Итоги самоанализа оформляются в виде отчета, составляемого заместителем директора по воспитательной работе (совместно с советником директора по воспитательной работе при его наличии) в конце учебного года, рассматриваются и утверждаются педагогическим советом или иным коллегиальным органом управления в общеобразовательной организации.

ПРИЛОЖЕНИЕ

Примерный календарный план воспитательной работы

Календарный план воспитательной работы (далее — план) разрабатывается в свободной форме с указанием: содержания дел, событий, мероприятий; участвующих классов или иных групп обучающихся; сроков, в том числе сроков подготовки; ответственных лиц.

План обновляется ежегодно к началу очередного учебного года.

При разработке плана учитываются: индивидуальные планы классных руководителей; рабочие программы учителей по изучаемым в общеобразовательной организации учебным предметам, курсам, модулям; план, рабочие программы учебных курсов, занятий внеурочной деятельности; планы органов самоуправления в общеобразовательной организации, ученического самоуправления, взаимодействия с социальными партнерами согласно договорам, соглашениям с ними; планы работы психологической службы или школьного психолога, социальных педагогов и другая документация, которая должна соответствовать содержанию плана.

План может разрабатываться один для всей общеобразовательной организации или отдельно по каждому уровню общего образования.

Приведена примерная структура плана. Возможно построение плана по основным направлениям воспитания, по календарным периодам — месяцам, четвертям, триместрам — или в иной форме.

Планирование дел, событий, мероприятий по классному руководству может осуществляться

ПРИМЕРНАЯ РАБОЧАЯ ПРОГРАММА ВОСПИТАНИЯ

по индивидуальным планам классных руководителей, по учебной деятельности — по индивидуальным планам работы учителей-предметников с

учётом их рабочих программ по учебным предметам, курсам, модулям, форм и видов воспитательной деятельности.

| КАЛЕНДАРНЫЙ ПЛАН ВОСПИТАТЕЛЬНОЙ РАБОТЫ ОРГАНИЗАЦИИ на 2022—2023 учебный год | | | | |
|--|---|--------|-------|---------------|
| № | Дела, события, мероприятия | Классы | Сроки | Ответственные |
| | 1. Урочная деятельность | | | |
| 1 | ... | | | |
| | 2. Внеурочная деятельность | | | |
| 1 | ... | | | |
| | 3. Классное руководство | | | |
| 1 | ... | | | |
| | 4. Основные школьные дела | | | |
| 1 | ... | | | |
| | 5. Внешкольные мероприятия | | | |
| 1 | ... | | | |
| | 6. Организация предметно-пространственной среды | | | |
| 1 | ... | | | |
| | 7. Взаимодействие с родителями | | | |
| 1 | ... | | | |
| | 8. Самоуправление | | | |
| 1 | ... | | | |
| | 9. Профилактика и безопасность | | | |
| 1 | ... | | | |
| | 10. Социальное партнёрство | | | |
| 1 | ... | | | |
| | 11. Профориентация | | | |
| 1 | ... | | | |

Перечень основных государственных и народных праздников, памятных дат в календарном плане воспитательной работы.

Перечень дополняется и актуализируется ежегодно в соответствии с памяtnыми датами, юбилеями общероссийского, регионального, местного значения, памяtnыми датами общеобразовательной организации, документами Президента Российской Федерации, Правительства Российской Федерации, перечнями рекомендуемых воспитательных событий Министерства просвещения Российской Федерации, методически-

ми рекомендациями исполнительных органов власти в сфере образования.

Сентябрь:

1 сентября: День знаний;

3 сентября: День окончания Второй мировой войны, День солидарности в борьбе с терроризмом.

Октябрь:

1 октября: Международный день пожилых людей;

4 октября: День защиты животных;

5 октября: День Учителя;

Третье воскресенье октября: День отца;

30 октября: День памяти жертв политических репрессий.

Ноябрь:

4 ноября: День народного единства.

Декабрь:

3 декабря: Международный день инвалидов;

5 декабря: Битва за Москву, Международный день добровольцев;

6 декабря: День Александра Невского;

9 декабря: День Героев Отечества;

10 декабря: День прав человека;

12 декабря: День Конституции Российской Федерации;

27 декабря: День спасателя.

Январь:

1 января: Новый год;

7 января: Рождество Христово;

25 января: «Татьянин день» (праздник студентов);

27 января: День снятия блокады Ленинграда.

Февраль:

2 февраля: День воинской славы России;

8 февраля: День русской науки;

21 февраля: Международный день родного языка;

23 февраля: День защитника Отечества.

Март:

8 марта: Международный женский день;

18 марта: День воссоединения Крыма с Россией.

Апрель:

12 апреля: День космонавтики.

Май:

1 мая: Праздник Весны и Труда;

9 мая: День Победы;

24 мая: День славянской письменности и культуры.

Июнь:

1 июня: Международный день защиты детей;

5 июня: День эколога;

6 июня: Пушкинский день России;

12 июня: День России;

22 июня: День памяти и скорби;

27 июня: День молодёжи.

Июль:

8 июля: День семьи, любви и верности.

Август:

22 августа: День Государственного флага Российской Федерации;

25 августа: День воинской славы России.

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное научное учреждение



ИНСТИТУТ СТРАТЕГИИ
РАЗВИТИЯ ОБРАЗОВАНИЯ
РОССИЙСКОЙ АКАДЕМИИ ОБРАЗОВАНИЯ

**ОДОБРЕНА РЕШЕНИЕМ ФЕДЕРАЛЬНОГО УЧЕБНО-МЕТОДИЧЕСКОГО
ОБЪЕДИНЕНИЯ ПО ОБЩЕМУ ОБРАЗОВАНИЮ,**
протокол 3/21 от 27.09.2021 г.

**РАБОЧАЯ ПРОГРАММА
НАЧАЛЬНОГО ОБЩЕГО ОБРАЗОВАНИЯ**

АНГЛИЙСКИЙ ЯЗЫК

(для 2–4 классов образовательных организаций)

МОСКВА
2021

РАБОЧАЯ ПРОГРАММА НАЧАЛЬНОГО ОБЩЕГО ОБРАЗОВАНИЯ

Рабочая программа по английскому языку на уровне начального общего образования составлена на основе Требований к результатам освоения основной образовательной программы начального общего образования, представленных в Федеральном государственном образовательном стандарте начального общего образования, а также Примерной программы воспитания с учётом концепции или историко-культурного стандарта при наличии.

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Рабочая программа по иностранному языку на уровне начального общего образования составлена на основе Федерального государственного образовательного стандарта начального общего образования, Примерной основной образовательной программы начального общего образования и Универсального кодификатора распределённых по классам проверяемых требований к результатам освоения основной образовательной программы начального общего образования и элементов содержания по английскому языку (одобрено решением ФУМО).

Рабочая программа раскрывает цели образования, развития и воспитания обучающихся средствами учебного предмета «Иностранный язык» на начальной ступени обязательного общего образования, определяет обязательную (инвариантную) часть содержания учебного курса по изучаемому иностранному языку, за пределами которой остаётся возможность выбора учителем вариативной составляющей содержания образования по предмету.

Общая характеристика учебного предмета «Иностранный (английский) язык»

В начальной школе закладывается база для всего последующего иноязычного образования школьников, формируются основы функциональной грамотности, что придаёт особую ответственность данному этапу общего образования. Изучение иностранного языка в общеобразовательных организациях России начинается со 2 класса. Учащиеся данного возраста характеризуются большой восприимчивостью к овладению языками, что позволяет им овладевать основами общения на новом для них языке с меньшими затратами времени и усилий по сравнению с учащимися других возрастных групп.

Построение программы имеет нелинейный характер и основано на концентрическом принципе. В каждом классе даются новые элементы содер-

жания и новые требования. В процессе обучения освоенные на определённом этапе грамматические формы и конструкции повторяются и закрепляются на новом лексическом материале и расширяющемся тематическом содержании речи.

Цели изучения учебного предмета «Иностранный (английский) язык»

Цели обучения иностранному языку в начальной школе можно условно разделить на образовательные, развивающие, воспитывающие.

Образовательные цели учебного предмета «Иностранный (английский) язык» в начальной школе включают:

- формирование элементарной иноязычной коммуникативной компетенции, т. е. способности и готовности общаться с носителями изучаемого иностранного языка в устной (говорение и аудирование) и письменной (чтение и письмо) форме с учётом возрастных возможностей и потребностей младшего школьника;
- расширение лингвистического кругозора обучающихся за счёт овладения новыми языковыми средствами (фонетическими, орфографическими, лексическими, грамматическими) в соответствии с отобранными темами общения;
- освоение знаний о языковых явлениях изучаемого иностранного языка, о разных способах выражения мысли на родном и иностранном языках;
- использование для решения учебных задач интеллектуальных операций (сравнение, анализ, обобщение и др.);
- формирование умений работать с информацией, представленной в текстах разного типа (описание, повествование, рассуждение), пользоваться при необходимости словарями по иностранному языку.

Развивающие цели учебного предмета «Иностранный (английский) язык» в начальной школе включают:

- осознание младшими школьниками роли языков как средства межличностного и межкультурного взаимодействия в условиях поликультурного, многоязычного мира и инструмента познания мира и культуры других народов;
- становление коммуникативной культуры обучающихся и их общего речевого развития;
- развитие компенсаторной способности адаптироваться к ситуациям общения при получении и передаче информации в условиях дефицита языковых средств;

- формирование регулятивных действий: планирование последовательных «шагов» для решения учебной задачи; контроль процесса и результата своей деятельности; установление причины возникшей трудности и/или ошибки, корректировка деятельности;
- становление способности к оценке своих достижений в изучении иностранного языка, мотивация совершенствовать свои коммуникативные умения на иностранном языке.

Влияние параллельного изучения родного языка и языка других стран и народов позволяет заложить основу для формирования гражданской идентичности, чувства патриотизма и гордости за свой народ, свой край, свою страну, помочь лучше осознать свою этническую и национальную принадлежность и проявлять интерес к языкам и культурам других народов, осознать наличие и значение общечеловеческих и базовых национальных ценностей. Вклад предмета «Иностранный (английский) язык» в реализацию воспитательных целей обеспечивает:

- понимание необходимости овладения иностранным языком как средством общения в условиях взаимодействия разных стран и народов;
- формирование предпосылок социокультурной/межкультурной компетенции, позволяющей приобщаться к культуре, традициям, реалиям стран/страны изучаемого языка, готовности представлять свою страну, её культуру в условиях межкультурного общения, соблюдая речевой этикет и адекватно используя имеющиеся речевые и неречевые средства общения;
- воспитание уважительного отношения к иной культуре посредством знакомств с детским пластом культуры стран изучаемого языка и более глубокого осознания особенностей культуры своего народа;
- воспитание эмоционального и познавательного интереса к художественной культуре других народов;
- формирование положительной мотивации и устойчивого учебно-познавательного интереса к предмету «Иностранный язык».

Место учебного предмета «Иностранный (английский) язык» в учебном плане

Учебный предмет «Иностранный (английский) язык» входит в число обязательных предметов, изучаемых на всех уровнях общего среднего образования: со 2 по 11 класс. На этапе начального общего образования на изучение иностранного языка выделяется 204 часа: 2 класс — 68 часов, 3 класс — 68 часов, 4 класс — 68 часов.

СОДЕРЖАНИЕ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК»

4 КЛАСС

Тематическое содержание речи

Мир моего «я». Моя семья. Мой день рождения, подарки. Моя любимая еда. Мой день (распорядок дня, домашние обязанности).

Мир моих увлечений. Любимая игрушка, игра. Мой питомец. Любимые занятия. Занятия спортом. Любимая сказка/история/рассказ. Выходной день. Каникулы.

Мир вокруг меня. Моя комната (квартира, дом), предметы мебели и интерьера. Моя школа, любимые учебные предметы. Мои друзья, их внешность и черты характера. Моя малая родина (город, село). Путешествия. Дикие и домашние животные. Погода. Времена года (месяцы). Покупки.

Родная страна и страны изучаемого языка. Россия и страна/страны изучаемого языка. Их столицы, основные достопримечательности и интересные факты. Произведения детского фольклора. Литературные персонажи детских книг. Праздники родной страны и страны/стран изучаемого языка.

Коммуникативные умения

Говорение

Коммуникативные умения **диалогической речи**:

Ведение с опорой на речевые ситуации, ключевые слова и/или иллюстрации с соблюдением норм речевого этикета, принятых в стране/странах изучаемого языка:

диалога этикетного характера: приветствие, ответ на приветствие; завершение разговора (в том числе по телефону), прощание; знакомство с собеседником; поздравление с праздником, выражение благодарности за поздравление; выражение извинения;

диалога — побуждения к действию: обращение к собеседнику с просьбой, вежливое согласие выполнить просьбу; приглашение собеседника к совместной деятельности, вежливое согласие/несогласие на предложение собеседника;

диалога-расспроса: запрашивание интересующей информации; сообщение фактической информации, ответы на вопросы собеседника.

Коммуникативные умения **монологической речи**.

Создание с опорой на ключевые слова, вопросы и/или иллюстрации устных монологических высказываний: описание предмета, внешности и одежды, черт характера реального человека или литературного персонажа; рассказ/сообщение

(повествование) с опорой на ключевые слова, вопросы и/или иллюстрации.

Создание устных монологических высказываний в рамках тематического содержания речи по образцу (с выражением своего отношения к предмету речи).

Пересказ основного содержания прочитанного текста с опорой на ключевые слова, вопросы, план и/или иллюстрации.

Краткое устное изложение результатов выполненного несложного проектного задания.

Аудирование

Коммуникативные умения **аудирования**.

Понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное (при непосредственном общении).

Восприятие и понимание на слух учебных и адаптированных аутентичных текстов, построенных на изученном языковом материале, в соответствии с поставленной коммуникативной задачей: с пониманием основного содержания, с пониманием запрашиваемой информации (при опосредованном общении).

Аудирование с пониманием основного содержания текста предполагает умение определять основную тему и главные факты/события в воспринимаемом на слух тексте с опорой и без опоры на иллюстрации и с использованием языковой, в том числе контекстуальной, догадки.

Аудирование с пониманием запрашиваемой информации предполагает умение выделять запрашиваемую информацию фактического характера с опорой и без опоры на иллюстрации, а также с использованием языковой, в том числе контекстуальной, догадки.

Тексты для аудирования: диалог, высказывания собеседников в ситуациях повседневного общения, рассказ, сказка, сообщение информационного характера.

Смысловое чтение

Чтение вслух учебных текстов с соблюдением правил чтения и соответствующей интонацией, понимание прочитанного.

Тексты для чтения вслух: диалог, рассказ, сказка.

Чтение про себя учебных текстов, построенных на изученном языковом материале, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации.

Чтение с пониманием основного содержания текста предполагает определение основной темы и главных фактов/событий в прочитанном тексте с опорой и без опоры на иллюстрации, с использованием языковой, в том числе контекстуальной, догадки.

Чтение с пониманием запрашиваемой информации предполагает нахождение в прочитанном тексте и понимание запрашиваемой информации фактического характера с опорой и без опоры на иллюстрации, с использованием языковой, в том числе контекстуальной, догадки.

Смысловое чтение про себя учебных и адаптированных аутентичных текстов, содержащих отдельные незнакомые слова, понимание основного содержания (тема, главная мысль, главные факты/события) текста с опорой и без опоры на иллюстрации и с использованием языковой догадки, в том числе контекстуальной.

Прогнозирование содержания текста на основе заголовка

Чтение несплошных текстов (таблиц, диаграмм) и понимание представленной в них информации.

Тексты для чтения: диалог, рассказ, сказка, электронное сообщение личного характера, текст научно-популярного характера, стихотворение.

Письмо

Выписывание из текста слов, словосочетаний, предложений; вставка пропущенных букв в слово или слов в предложение в соответствии с решаемой коммуникативной/учебной задачей.

Заполнение простых анкет и формуляров с указанием личной информации (имя, фамилия, возраст, место жительства (страна проживания, город), любимые занятия) в соответствии с нормами, принятыми в стране/странах изучаемого языка.

Написание с опорой на образец поздравления с праздниками (с днём рождения, Новым годом, Рождеством) с выражением пожеланий.

Написание электронного сообщения личного характера с опорой на образец.

Языковые знания и навыки

Фонетическая сторона речи

Нормы произношения: долгота и краткость гласных, отсутствие оглушения звонких согласных в конце слога или слова, отсутствие смягчения согласных перед гласными. Связующее "r" (there is/there are).

Ритмико-интонационные особенности повествовательного, побудительного и вопросительного (общий и специальный вопрос) предложений.

Различение на слух и адекватное, без ошибок, ведущих к сбою в коммуникации, произнесение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей, в том числе соблюдение правила отсутствия ударения на служебных словах; интонации перечисления.

Правила чтения: гласных в открытом и закрытом слоге в односложных словах, гласных в тре-

тем типе слога (гласная + r); согласных; основных звукобуквенных сочетаний, в частности сложных сочетаний букв (например, tion, ight) в односложных, двусложных и многосложных словах.

Вычленение некоторых звукобуквенных сочетаний при анализе изученных слов.

Чтение новых слов согласно основным правилам чтения с использованием полной или частичной транскрипции, по аналогии.

Знаки английской транскрипции; отличие их от букв английского алфавита. Фонетически корректное озвучивание знаков транскрипции.

Графика, орфография и пунктуация

Правильное написание изученных слов. Правильная расстановка знаков препинания: точки, вопросительного и восклицательного знака в конце предложения; запятой при обращении и перечислении; правильное использование знака апострофа в сокращённых формах глагола-связки, вспомогательного и модального глаголов, существительных в притяжательном падеже (Possessive Case).

Лексическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи не менее 500 лексических единиц (слов, словосочетаний, речевых клише), обслуживающих ситуации общения в рамках тематического содержания речи для 4 класса, включая 350 лексических единиц, усвоенных в предыдущие два года обучения.

Распознавание и образование в устной и письменной речи родственных слов с использованием основных способов словообразования: аффиксации (образование существительных с помощью суффиксов -er/-or, -ist (worker, actor, artist) и конверсии (to play — a play).

Использование языковой догадки для распознавания интернациональных слов (pilot, film).

Грамматическая сторона речи

Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка.

Глаголы в Present/Past Simple Tense, Present Continuous Tense в повествовательных (утвердительных и отрицательных) и вопросительных (общий и специальный вопросы) предложениях.

Модальные глаголы must и have to.

Конструкция to be going to и Future Simple Tense для выражения будущего действия (I am going to have my birthday party on Saturday. Wait, I'll help you.).

Отрицательное местоимение no.

Степени сравнения прилагательных (формы, образованные по правилу и исключения: good — better — (the) best, bad — worse — (the) worst.

Наречия времени.

Обозначение даты и года. Обозначение времени (5 o'clock; 3 am, 2 pm).

Социокультурные знания и умения

Знание и использование некоторых социокультурных элементов речевого поведенческого этикета, принятого в стране/странах изучаемого языка, в некоторых ситуациях общения: приветствие, прощание, знакомство, выражение благодарности, извинение, поздравление с днём рождения, Новым годом, Рождеством, разговор по телефону).

Знание произведений детского фольклора (рифмовок, стихов, песенок), персонажей детских книг.

Краткое представление своей страны и страны/стран изучаемого языка на (названия стран и их столиц, название родного города/села; цвета национальных флагов; основные достопримечательности).

Компенсаторные умения

Использование при чтении и аудировании языковой догадки (умения понять значение незнакомого слова или новое значение знакомого слова из контекста).

Использование в качестве опоры при порождении собственных высказываний ключевых слов, вопросов; картинок, фотографий.

Прогнозирование содержания текста для чтения на основе заголовка.

Игнорирование информации, не являющейся необходимой для понимания основного содержания прочитанного/прослушанного текста или для нахождения в тексте запрашиваемой информации.

ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОСВОЕНИЯ УЧЕБНОГО ПРЕДМЕТА «ИНОСТРАННЫЙ (АНГЛИЙСКИЙ) ЯЗЫК» НА УРОВНЕ НАЧАЛЬНОГО ОБЩЕГО ОБРАЗОВАНИЯ

В результате изучения иностранного языка в начальной школе у обучающегося будут сформированы личностные, метапредметные и предметные результаты, обеспечивающие выполнение ФГОС НОО и его успешное дальнейшее образование.

Личностные результаты

Личностные результаты освоения программы начального общего образования достигаются в единстве учебной и воспитательной деятельности Организации в соответствии с традиционными российскими социокультурными и духовно-нравственными

ценностями, принятыми в обществе правилами и нормами поведения и способствуют процессам самопознания, самовоспитания и саморазвития, формирования внутренней позиции личности.

Личностные результаты освоения программы начального общего образования должны отражать готовность обучающихся руководствоваться ценностями и приобретение первоначального опыта деятельности на их основе, в том числе в части:

Гражданско-патриотического воспитания:

- становление ценностного отношения к своей Родине — России;
- осознание своей этнокультурной и российской гражданской идентичности;
- сопричастность к прошлому, настоящему и будущему своей страны и родного края;
- уважение к своему и другим народам;
- первоначальные представления о человеке как члене общества, о правах и ответственности, уважении и достоинстве человека, о нравственно-этических нормах поведения и правилах межличностных отношений.

Духовно-нравственного воспитания:

- признание индивидуальности каждого человека;
- проявление сопереживания, уважения и доброжелательности;
- неприятие любых форм поведения, направленных на причинение физического и морального вреда другим людям.

Эстетического воспитания:

- уважительное отношение и интерес к художественной культуре, восприимчивость к разным видам искусства, традициям и творчеству своего и других народов;
- стремление к самовыражению в разных видах художественной деятельности.

Физического воспитания, формирования культуры здоровья и эмоционального благополучия:

- соблюдение правил здорового и безопасного (для себя и других людей) образа жизни в окружающей среде (в том числе информационной);
- бережное отношение к физическому и психическому здоровью.

Трудового воспитания:

- осознание ценности труда в жизни человека и общества, ответственное потребление и бережное отношение к результатам труда, навыки участия в различных видах трудовой деятельности, интерес к различным профессиям

Экологического воспитания:

- бережное отношение к природе;
- неприятие действий, приносящих ей вред.

Ценности научного познания:

- первоначальные представления о научной картине мира;

- познавательные интересы, активность, инициативность, любознательность и самостоятельность в познании.

Метапредметные результаты

Метапредметные результаты освоения программы начального общего образования должны отражать:

Овладение универсальными учебными познавательными действиями:

1) базовые логические действия:

- сравнивать объекты, устанавливать основания для сравнения, устанавливать аналогии;
- объединять части объекта (объекты) по определённым признакам;
- определять существенный признак для классификации, классифицировать предложенные объекты;
- находить закономерности и противоречия в рассматриваемых фактах, данных и наблюдениях на основе предложенного педагогическим работником алгоритма;
- выявлять недостаток информации для решения учебной (практической) задачи на основе предложенного алгоритма;
- устанавливать причинно-следственные связи в ситуациях, поддающихся непосредственному наблюдению или знакомых по опыту, делать выводы;

2) базовые исследовательские действия:

- определять разрыв между реальным и желательным состоянием объекта (ситуации) на основе предложенных педагогическим работником вопросов;
- с помощью педагогического работника формулировать цель, планировать изменения объекта, ситуации;
- сравнивать несколько вариантов решения задачи, выбирать наиболее подходящий (на основе предложенных критериев);
- проводить по предложенному плану опыт, несложное исследование по установлению особенностей объекта изучения и связей между объектами (часть целое, причина следствие);
- формулировать выводы и подкреплять их доказательствами на основе результатов проведенного наблюдения (опыта, измерения, классификации, сравнения, исследования);
- прогнозировать возможное развитие процессов, событий и их последствия в аналогичных или сходных ситуациях;

3) работа с информацией:

- выбирать источник получения информации;
- согласно заданному алгоритму находить в предложенном источнике информацию, представленную в явном виде;

- распознавать достоверную и недостоверную информацию самостоятельно или на основании предложенного педагогическим работником способа её проверки;
- соблюдать с помощью взрослых (педагогических работников, родителей (законных представителей) несовершеннолетних обучающихся) правила информационной безопасности при поиске информации в сети Интернет;
- анализировать и создавать текстовую, видео, графическую, звуковую, информацию в соответствии с учебной задачей;
- самостоятельно создавать схемы, таблицы для представления информации.

Овладение универсальными учебными коммуникативными действиями:

1) общение:

- воспринимать и формулировать суждения, выражать эмоции в соответствии с целями и условиями общения в знакомой среде;
- проявлять уважительное отношение к собеседнику, соблюдать правила ведения диалога и дискуссии;
- признавать возможность существования разных точек зрения;
- корректно и аргументированно высказывать своё мнение;
- строить речевое высказывание в соответствии с поставленной задачей;
- создавать устные и письменные тексты (описание, рассуждение, повествование);
- готовить небольшие публичные выступления;
- подбирать иллюстративный материал (рисунки, фото, плакаты) к тексту выступления;

2) совместная деятельность:

- формулировать краткосрочные и долгосрочные цели (индивидуальные с учётом участия в коллективных задачах) в стандартной (типовой) ситуации на основе предложенного формата планирования, распределения промежуточных шагов и сроков;
- принимать цель совместной деятельности, коллективно строить действия по её достижению: распределять роли, договариваться, обсуждать процесс и результат совместной работы;
- проявлять готовность руководить, выполнять поручения, подчиняться;
- ответственно выполнять свою часть работы;
- оценивать свой вклад в общий результат;
- выполнять совместные проектные задания с опорой на предложенные образцы.

Овладение универсальными учебными регулятивными действиями:

1) самоорганизация:

- планировать действия по решению учебной задачи для получения результата;

- выстраивать последовательность выбранных действий;

2) самоконтроль:

- устанавливать причины успеха/неудач учебной деятельности;
- корректировать свои учебные действия для преодоления ошибок.

Предметные результаты

Предметные результаты по учебному предмету «Иностранный (английский) язык» предметной области «Иностранный язык» должны быть ориентированы на применение знаний, умений и навыков в типичных учебных ситуациях и реальных жизненных условиях, отражать сформированность иноязычной коммуникативной компетенции на элементарном уровне в совокупности её составляющих — речевой, языковой, социокультурной, компенсаторной, метапредметной (учебно-познавательной).

4 КЛАСС

Коммуникативные умения

Говорение

- вести разные виды диалогов (диалог этикетного характера, диалог-побуждение, диалог-расспрос) на основе вербальных и/или зрительных опор с соблюдением норм речевого этикета, принятого в стране/странах изучаемого языка (не менее 4—5 реплик со стороны каждого собеседника);
- вести диалог — разговор по телефону с опорой на картинки, фотографии и/или ключевые слова в стандартных ситуациях неофициального общения с соблюдением норм речевого этикета в объёме не менее 4—5 реплик со стороны каждого собеседника;
- создавать устные связные монологические высказывания (описание, рассуждение; повествование/сообщение) с вербальными и/или зрительными опорами в рамках тематического содержания речи для 4 класса (объём монологического высказывания — не менее 4—5 фраз);
- создавать устные связные монологические высказывания по образцу; выражать своё отношение к предмету речи;
- передавать основное содержание прочитанного текста с вербальными и/или зрительными опорами в объёме не менее 4—5 фраз.
- представлять результаты выполненной проектной работы, в том числе подбирая иллюстративный материал (рисунки, фото) к тексту выступления, в объёме не менее 4—5 фраз.

Аудирование

- воспринимать на слух и понимать речь учителя и одноклассников, вербально/невербально реагировать на услышанное;
- воспринимать на слух и понимать учебные и адаптированные аутентичные тексты, построенные на изученном языковом материале, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации фактического характера со зрительной опорой и с использованием языковой, в том числе контекстуальной, догадки (время звучания текста/текстов для аудирования — до 1 минуты).

Смысловое чтение

- читать вслух учебные тексты объёмом до 70 слов, построенные на изученном языковом материале, с соблюдением правил чтения и соответствующей интонацией, демонстрируя понимание прочитанного;
- читать про себя тексты, содержащие отдельные незнакомые слова, с различной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи: с пониманием основного содержания, с пониманием запрашиваемой информации, со зрительной опорой и без опоры, с использованием языковой, в том числе контекстуальной, догадки (объём текста/текстов для чтения — до 160 слов);
- прогнозировать содержание текста на основе заголовка;
- читать про себя несплошные тексты (таблицы, диаграммы и т. д.) и понимать представленную в них информацию.

Письмо

- заполнять анкеты и формуляры с указанием личной информации: имя, фамилия, возраст, место жительства (страна проживания, город), любимые занятия и т. д.;
- писать с опорой на образец поздравления с днем рождения, Новым годом, Рождеством с выражением пожеланий;
- писать с опорой на образец электронное сообщение личного характера (объём сообщения — до 50 слов).

Языковые знания и навыки

Фонетическая сторона речи

- читать новые слова согласно основным правилам чтения;
- различать на слух и правильно произносить слова и фразы/предложения с соблюдением их ритмико-интонационных особенностей.

Графика, орфография и пунктуация

- правильно писать изученные слова;

- правильно расставлять знаки препинания (точка, вопросительный и восклицательный знаки в конце предложения, апостроф, запятая при перечислении).

Лексическая сторона речи

- распознавать и употреблять в устной и письменной речи не менее 500 лексических единиц (слов, словосочетаний, речевых клише), включая 350 лексических единиц, освоенных в предшествующие годы обучения;
- распознавать и образовывать родственные слова с использованием основных способов словообразования: аффиксации (суффиксы -er/-or, -ist: teacher, actor, artist), словосложения (blackboard), конверсии (to play — a play).

Грамматическая сторона речи

- распознавать и употреблять в устной и письменной речи Present Continuous Tense в повествовательных (утвердительных и отрицательных), вопросительных (общий и специальный вопрос) предложениях;
- распознавать и употреблять в устной и письменной речи конструкцию to be going to и Future Simple Tense для выражения будущего действия;
- распознавать и употреблять в устной и письменной речи модальные глаголы долженствования must и have to;
- распознавать и употреблять в устной и письменной речи отрицательное местоимение no;
- распознавать и употреблять в устной и письменной речи степени сравнения прилагательных (формы, образованные по правилу и исключения: good — better — (the) best, bad — worse — (the) worst);
- распознавать и употреблять в устной и письменной речи наречия времени;
- распознавать и употреблять в устной и письменной речи обозначение даты и года;
- распознавать и употреблять в устной и письменной речи обозначение времени.

Социокультурные знания и умения

- владеть социокультурными элементами речевого поведенческого этикета, принятыми в англоязычной среде, в некоторых ситуациях общения (приветствие, прощание, знакомство, выражение благодарности, извинение, поздравление с днём рождения, Новым годом, Рождеством);
- знать названия родной страны и страны/стран изучаемого языка;
- знать некоторых литературных персонажей;
- знать небольшие произведения детского фольклора (рифмовки, песни);
- кратко представлять свою страну на иностранном языке в рамках изучаемой тематики.

ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

4 КЛАСС (68 ЧАСОВ²)

| № | Программная тема, число часов на её изучение (Тематика общения) | Программное содержание (Коммуникативные умения и языковые навыки) | Характеристика деятельности (учебной, познавательной, коммуникативной/речевой); методы и формы организации |
|----|--|---|--|
| 1. | Мир моего «я». Моя семья. Мой день рождения, подарки. Моя любимая еда. Мой день (распорядок дня, домашние обязанности) (12 ч.) | Диалогическая речь Ведение элементарных диалогов (диалог этикетного характера, диалог-побуждение, диалог-расспрос, диалог — разговор по телефону) с опорой на речевые ситуации, ключевые слова и/или иллюстрации с соблюдением норм речевого этикета. | Диалогическая речь Начинать, поддерживать и заканчивать разговор, в том числе по телефону; знакомиться с собеседником; поздравлять с праздником и вежливо реагировать на поздравление; выражать благодарность; приносить извинения. Обращаться с просьбой, вежливо соглашаться/не соглашаться выполнить просьбу; приглашать собеседника к совместной деятельности, вежливо соглашаться/не соглашаться на предложение собеседника. Запрашивать интересующую информацию; сообщать фактическую информацию, отвечая на вопросы. Переходить с позиции спрашивающего на позицию отвечающего и наоборот. Составлять диалог в соответствии с поставленной коммуникативной задачей по образцу, с использованием вербальных и зрительных опор. |
| 2. | Мир моих увлечений. Любимая игрушка, игра. Мой питомец. Любимые занятия. Занятия спортом. Любимая сказка/история/рассказ. Выходной день. Каникулы (16 ч.) | | |
| 3. | Мир вокруг меня. Моя комната (квартира, дом), предметы мебели и интерьера. Моя школа, любимые учебные предметы. Мои друзья, их внешность и черты характера. Моя малая родина (город, село). Путешествия. Дикие и домашние животные. Погода. Времена года (месяцы). Покупки (25 ч.) | Монологическая речь Создание устных монологических связных высказываний с опорой на ключевые слова, вопросы, план и/или иллюстрации. Пересказ основного содержания прочитанного текста с опорой на ключевые слова, вопросы, план и/или иллюстрации. Краткое устное изложение результатов выполненного несложного проектного задания. | Монологическая речь Описывать предмет; внешность и черты характера человека, литературного персонажа. Рассказывать о себе, своей семье, друге. Создавать связное монологическое высказывание с использованием вербальных и/или зрительных опор. Выражать своё отношение к предмету речи. Передавать основное содержание прочитанного текста с использованием вербальных и/или зрительных опор. Кратко представлять результаты выполненного несложного проектного задания. |
| 4. | Родная страна и страны изучаемого языка. Россия и страна/страны изучаемого языка. Их столицы, основные достопримечательности и интересные факты. Произведения детского фольклора. Литературные персонажи детских книг. Праздники родной страны и страны/стран изучаемого языка (15 ч.) | Аудирование Понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное. Восприятие на слух и понимание учебных и адаптированных аутентичных текстов, построенных на изученном языковом материале, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи (с пониманием основного содержания, с пониманием запрашиваемой информации) с опорой на иллюстрации, а также с использованием языковой догадки, в том числе контекстуальной. | Аудирование Понимание на слух речи учителя и одноклассников и вербальная/невербальная реакция на услышанное. Восприятие на слух и понимание учебных и адаптированных аутентичных текстов, построенных на изученном языковом материале, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи (с пониманием основного содержания, с пониманием запрашиваемой информации) с опорой на иллюстрации, а также с использованием языковой догадки, в том числе контекстуальной. |

² Количество учебных часов на тему может варьироваться по усмотрению учителя, при условии, что общее количество часов (68 часов в год) сохраняется.

| № | Программная тема, число часов на её изучение (Тематика общения) | Программное содержание (Коммуникативные умения и языковые навыки) | Характеристика деятельности (учебной, познавательной, коммуникативной/речевой); методы и формы организации |
|---|--|--|--|
| | | <p>Смысловое чтение Чтение вслух учебных текстов, построенных на изученном языковом материале, с соблюдением правил чтения и соответствующей интонации. Чтение про себя учебных текстов, построенных на изученном языковом материале, с разной глубиной проникновения в их содержание в зависимости от поставленной коммуникативной задачи (с пониманием основного содержания, с пониманием запрашиваемой информации) с опорой на иллюстрации, а также с использованием языковой догадки, в том числе контекстуальной. Прогнозирование содержания текста на основе заголовка. Чтение несплошных текстов (таблиц, диаграмм) и понимание представленных в них информации.</p> <p>Письмо Выписывание из текста слов, словосочетаний, предложений. Вставка пропущенных букв в слово или слов в предложение в соответствии с решаемой коммуникативной/учебной задачей. Создание подписей к картинкам, фотографиям. Заполнение анкет и формуляров с указанием личной информации в соответствии с нормами, принятыми в стране/странах изучаемого языка. Написание с опорой на образец коротких поздравлений с праздниками с выражением пожелания.</p> | <p>Смысловое чтение Соотносить графический образ слова с его звуковым образом на основе знания правил чтения. Соблюдать правильное ударение в словах и фразах; интонацию в целом. Читать вслух текст, построенный на изученном языковом материале, демонстрируя понимание прочитанного. Зрительно воспринимать текст, узнавать знакомые слова, грамматические явления и понимать основное содержание текста, содержащего отдельные незнакомые слова, с использованием зрительной опоры и без. Прогнозировать содержания текста на основе заголовка. Определять тему прочитанного текста. Определять главные факты/события в прочитанном тексте Соотносить текст/части текста с иллюстрациями. Использовать внешние формальные элементы текста (заголовок, картинки, сноски) для понимания основного содержания прочитанного текста. Зрительно воспринимать текст, узнавать знакомые слова, грамматические явления и находить в нем запрашиваемую информацию фактического характера. Игнорировать отдельные незнакомые слова, не мешающие понимать основное содержание текста. Догадываться о значении незнакомых слов по сходству с русским языком, по словообразовательным элементам, контексту. Понимать интернациональные слова. Находить значение отдельных незнакомых слов в двуязычном словаре учебника, словаре в картинках. Читать про себя и понимать запрашиваемую информацию, представленную в несплошных текстах (таблице). Работать с информацией, представленной в разных форматах (текст, рисунок, таблица).</p> <p>Письмо Выписывать из текста слова, словосочетания, предложения в соответствии с коммуникативной/учебной задачей. Восстанавливать предложение, вставляя пропущенные слова или дописывая его окончание. Делать подписи к картинкам, фотографиям с пояснением, что на них изображено. Заполнять анкеты и формуляры: сообщать о себе основные сведения (имя, фамилия, возраст, место жительства (страна проживания, город), любимое занятие и т. д.). Писать небольшое письменное высказывание с использованием вербальных опор. Писать с опорой на образец короткие поздравления с днём рождения, Новым годом, Рождеством с выражением пожелания. Писать электронное сообщение личного характера с опорой на образец. Правильно оформлять конверт, сервисные поля в системе электронной почты (адрес, тема сообщения).</p> |

| № | Программная тема, число часов на её изучение (Тематика общения) | Программное содержание (Коммуникативные умения и языковые навыки) | Характеристика деятельности (учебной, познавательной, коммуникативной/речевой); методы и формы организации |
|---|--|---|---|
| | | <p>Написание короткого рассказа по плану/ключевым словам. Написание электронного сообщения личного характера с опорой на образец.</p> <p>Фонетическая сторона речи Соблюдение норм произношения: Различение на слух и адекватно, без ошибок, ведущих к сбою в коммуникации, произношение слов с соблюдением правильного ударения и фраз с соблюдением их ритмико-интонационных особенностей. Корректное произношение предложений с точки зрения их ритмико-интонационных особенностей. Чтение слов в соответствии с изученными правилами чтения. Фонетически корректное произношение знаков транскрипции. Чтение слов с использованием полной или частичной транскрипции, по аналогии.</p> <p>Графика, орфография и пунктуация Правильное написание изученных слов. Правильная расстановка знаков препинания (точки, вопросительного и восклицательного знака в конце предложения; запятой при перечислении и обращении).</p> <p>Лексическая сторона речи Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных лексических единиц (слов, словосочетаний, речевых клише). Распознавание и образование в устной и письменной речи родственных слов с использованием основных способов словообразования: аффиксации, словосложения и конверсии.</p> | <p>Фонетическая сторона речи Различать на слух и адекватно произносить все звуки английского языка, соблюдая нормы произнесения звуков (долгота и краткость гласных, отсутствие оглушения звонких согласных в конце слога или слова, отсутствие смягчения согласных перед гласными; связующее “r” в предложениях с there is/there are, where is). Соблюдать правильное ударение в изолированном слове, фразе (правило отсутствия ударения на служебных словах). Корректно произносить предложения с точки зрения их ритмико-интонационных особенностей (побудительное предложение; общий, специальный вопросы). Соблюдать интонацию перечисления. Применять для чтения новых слов правила чтения гласных в открытом и закрытом слоге в односложных словах, в третьем типе слога (гласная + r); согласных, основных звукобуквенных сочетаниях в односложных, двусложных и многосложных словах. Вычленять некоторые звукобуквенные сочетания при анализе изученных слов. Озвучивать знаки транскрипции. Читать новые слова по транскрипции (полной или частичной); по аналогии.</p> <p>Графика, орфография и пунктуация Правильно писать изученные слова. Восстанавливать слово, вставляя пропущенные буквы. Отличать транскрипционные знаки от букв. Расставлять знаки препинания (точку, вопросительный и восклицательный знаки) в конце предложения; запятую при перечислении и обращении. Использовать знак апострофа в сокращённых формах глаголов (глагола-связки, вспомогательного и модального); в притяжательном падеже имён существительных (Possessive Case).</p> <p>Лексическая сторона речи Узнавать в письменном и устном тексте и понимать изученные лексические единицы (основные значения). Употреблять в устной и письменной речи изученные лексические единицы в соответствии с коммуникативной задачей. Образовывать имена существительные с помощью суффиксов -er/-or, -ist; числительные с помощью суффиксов -teen, -ty, -th; распознавать и употреблять в устной и письменной речи. Распознавать и употреблять в устной и письменной речи существительные, образованные путём словосложения (football), с помощью конверсии (to play — a play).</p> |

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| | | <p>Грамматическая сторона речи Распознавание в письменном и звучащем тексте и употребление в устной и письменной речи изученных морфологических форм и синтаксических конструкций английского языка. Глаголы в Present/Past Simple Tense, Present Continuous Tense в повествовательных (утвердительных и отрицательных) и вопросительных (общий и специальный вопросы) предложениях. Модальные глаголы must и have to. Конструкция to be going to и Future Simple Tense для выражения будущего действия (I am going to have my birthday party on Saturday. Wait, I'll help you.). Отрицательное местоимение no. Степени сравнения прилагательных (формы, образованные по правилу и исключения: good — better — (the) best, bad — worse — (the) worst). Наречия времени. Обозначение даты и года. Обозначение времени (5 o'clock; 3 am, 2 pm).</p> <p>Социокультурные знания и умения Знание и использование некоторых социокультурных элементов речевого поведения, принятого в англоязычных странах в некоторых ситуациях общения. Знание небольших произведений детского фольклора, персонажей детских книг. Знание названий родной страны и страны/стран изучаемого языка и их столиц. Краткое представление своей страны и страны/стран изучаемого языка на английском языке.</p> | <p>Опираются на языковую догадку в процессе чтения и аудирования (слова, образованные путем словосложения, интернациональные слова).</p> <p>Грамматическая сторона речи Распознавать и употреблять в устной и письменной речи Present Continuous Tense в повествовательных (утвердительных и отрицательных), вопросительных (общий и специальный вопрос) предложениях. Распознавать и употреблять в устной и письменной речи конструкцию to be going to и Future Simple Tense для выражения будущего действия. Распознавать и употреблять в устной и письменной речи модальные глаголы долженствования must и have to. Распознавать и употреблять в устной и письменной речи отрицательное местоимение no. Распознавать и употреблять в устной и письменной речи степени сравнения прилагательных (формы, образованные по правилу и исключения: good — better (the) best, bad — worse — (the) worst). Распознавать и употреблять в устной и письменной речи наречия времени; Распознавать и употреблять в устной и письменной речи обозначение даты и года. Распознавать и употреблять в устной и письменной речи обозначение времени.</p> <p>Социокультурные знания и умения Использовать некоторые социокультурные элементы речевого поведенческого этикета, принятого в англоязычных странах в некоторых ситуациях общения: приветствие, прощание, знакомство, выражение благодарности, извинение, поздравление (с днём рождения, Новым годом, Рождеством). Воспроизводить наизусть небольшие произведения детского фольклора (рифмовки, стихи, песенки). Кратко представлять свою страну и страну/страны изучаемого языка на английском языке, сообщая название страны, название столицы, название родного города/села, цвета национальных флагов; рассказывать об основных достопримечательностях.</p> |