

UNIT 7. IN THE LESSON

By the end of this unit pupils will be able to

- identify school things
- describe the location of objects
- give and perform instructions
- ask for and give things

Vocabulary	Structures
A book, an exercise-book, a pen, pencil, a pencil-case, a rubber, a ruler, a bag, a school, a pupil Open, close, read, write, draw, listen, speak English, sit down, stand up Near, board, desk	Can you give me a pencil? Here you are. The verb 'to be' in affirmative sentences Positive and negative imperatives

Lesson 1. I'M A PUPIL

Aim	New language / Pronunciation and phonics
To form lexical and grammatical habits of speaking	A book, an exercise-book, a pen, a pencil, a pencil-case, a rubber, a ruler, a bag, a school, a pupil [p] [t] [r] [u:] [ʊ] [æ] u = [ju:]
You will need	Classroom language
Flashcards of school things; school things, picture of a magician	Are you ready for the lesson? How do you spell it? Read the words in pairs. The lesson is over. What's the common sound / letter? Put your pencil-case in your bag.
Pupils will need	
Coloured pencils	

I. Warm-up

T: *Hello, boys and girls! How are you? How many girls have we got? How many boys have we got? How many pupils are here today?*

II. Vocabulary presentation

Presentation

Use real objects to present the words. T: *I'm a teacher. You're pupils. Look! This is my bag. In my bag I've got a book, an exercise-book, a pencil-case. In my pencil-case I've got a pen, a pencil, a rubber, a ruler.*

Checking understanding

T: *Are you ready for the lesson? Show me a book / an exercise-book / a ruler / a pen / a pencil / a pencil-case / a bag. What colour is your bag / pencil-case / ruler / rubber? This is a school. Do you like our school? Is it big? Is it beautiful?*

Pronunciation

T: *Let's play the 'Echo' game. Listen and repeat.* [p] – pen, pencil, pencil-case, pupil; [r] – rubber, ruler; [t] – teacher; [u:] – school, ruler; [ʊ] – book, exercise-book; [æ] – bag.

Sight reading

Picture dictionary. PB, ex. 1

III. Practice

 Chant. PB, ex. 2

T: *Listen and show the school things you hear.*

T: *Listen and tap the rhythm on the desk.*

Tapescript in PB

Shared reading

Roles: 1 – a bag, 2 – a ruler, 3 – a rubber, 4 – a pencil case.
Children say the chant together.

'A magician' game. PB, ex. 3

Show a picture of a magician. T: *Look! It's a magician. He can perform tricks.*

Draw a book on the board: *What has he got?* Ps: *He's got a book.*

Say 'Abracadabra!' and draw another book. *What has he got now?* Ps: *He's got two books.*

Write on the board: *a book – books.* Elicit from Ps the rule how we make plurals (we add -s or -es)

Remind pupils about the pronunciation of -s at the end of plurals.

T: [s] – *one snake – two snakes.* [z] – *one bee – two bees.* [ɪz] – *one fox – two foxes.*

Listening. PB, ex. 4a-c

(A)

PB, ex. 4a

T: *Look at the pictures. Who can you see? What can you see?*

Picture 1. What colour is the bag / ruler / rubber? How many pens / pencils? Etc.

T: *Look, listen and answer the question. Which bag has Liz got?*

(B)

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

Tapescript

Hello! My name's Liz. This is my bag. I've got a brown pencil-case. I've got a purple pen. I've got five pencils. I've got a white ruler. I've got a blue rubber. I'm a pupil! I like school!

Key: bag C.

(C)

PB, ex. 4b

Ps read individually. Write letters A, B, C on the board. Check together. T: *Who's got an A-answer? / B-answer / C-answer?*

Shared reading

Ps read in unison.

PB, ex. 4c

Ps speak about their bags in pairs. Then the teacher asks: *What do you remember about your partner's bag?* Write on the board: *Tanya's got ...*

IV. Moving activity ('Jump the river')

Write 'a' and 'an' on the board and draw a 'river' between them. Say words without an article. Ps say the words with the article and jump to the correct bank of the river: to the left ('a') or to the right ('an'). Use flashcards of food, furniture and the words from this lesson.

T: *Pupil!* Ps: *A pupil!*

V. Letter secrets

PB, ex. 5

PB, ex. 6

VI. Workbook activity

Ex. 1

Ps cross the word which doesn't match the common rule.

Key: run, cucumber, Lucky.

Ex. 2

Ps do the task, then check together.

T: *Read the words with [s]. Read the words with [z]. Read the words with [ɪz].*

VII. Homework

PB, ex. 7; WB, ex. 3, 4.

VIII. Round-up

Chant 'A black bag'. T: *Put your rubber in the pencil-case. Put your ruler in the pencils-case. Put your pencil-case in your bag. Etc. The lesson is over. Goodbye!*

Lesson 2. CAN YOU GIVE ME A PENCIL?


Aim To develop lexical and grammatical habits of speaking	New language / Pronunciation and phonics Can you give me <i>a pencil</i> ? Here you are. e = [e], e = [i:] Rising intonation in polite questions
You will need Flashcards of school things	Classroom language Look at the pictures. Who / What can you see? Who's this? What's the common sound / letter? Make a circle. Work in pairs.

I. Warm-up

 Chant 'A black bag'.

II. Checking homework

III. Story

 PB, ex. 1

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PB, ex. 1a

T: *Look at the pictures. Who can you see? What can you see?*
Read the instruction.

Ⓑ

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

Tapescript in PB

Ⓒ


Shared reading. PB, ex. 1b

Roles: Mike, Liz, Peter.

PB, ex. 1c

Ps act out the story in groups of three.

IV. Communicative function (Asking for and giving things)

 Chant 'Can you give me a pencil?' PB, ex. 2a

T: *Look at the picture. Has Peter got a pencil? Has Mike got a pencil? Has Peter got a ruler? Has Liz got a ruler? Listen and tap the rhythm on the desk.*

Tapescript in PB

Shared reading

Three groups: Peter, Liz and Mike. Children say the chant together: one group asks – the other answers, then pupils change the roles.

PB, ex. 2b

Ps work in pairs. They ask each other for school things. Then pupils change pairs.

 WB, ex. 1

T: *Look at the pictures. Who can you see? What can you see?*
Who's speaking? Listen and match.

Tapescript

Rose: Liz, can you give me a pencil?

Liz: Here you are.

Peter: Mike, can you give me a rubber?

Mike: Here you are, Peter.

Lucky: Mrs Read, can you give me a ruler?

Mrs Read: Sure, Lucky. Here you are.

Susie: Nikita, can you give me a pen?

Nikita: Here you are.

V. Moving activity

Ps are in a circle. P1 is in the centre. Give a ruler to one of the Ps so that P1 can't see it. P1 asks different pupils to give him a ruler until he/she guesses who has a ruler: *Can you give me a ruler? – I haven't got a ruler. I'm sorry.*

VI. Letter secrets

PB, ex. 3

PB, ex. 4

VII. Workbook activity

Ex. 2. Dictation

T: *This is Steve. He's in the lesson. This is his pen. It's red. This is his pencil. It's yellow.*

VIII. Homework

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


IX. Round-up

Chant 'Can you give me a pencil?' T: *Put your pens and pencils in your pencil-case. Put your pencil-case in your bag.*

Lesson 3. IS IT NEAR THE BOARD?

Aim To form lexical and grammatical habits of speaking	New language / Pronunciation and phonics Near, the board, a desk [ɔ:] [ɪə] [d] Linking
You will need Flashcards of school things A picture or a toy of Rose	Classroom language How do you spell it? Stand up! Point to the board! Touch your desk! Put your pen near the pencil-case! Sit down!

I. Warm-up

 Chant 'Can you give me a pencil?'

T: *I haven't got a pen. Can you give me a pen, please?* P: *Here you are.* T: *Thank you.*

II. Checking homework

III. Song

 PB, ex. 1

T: *Look at the boy. What has he got? Let's help the boy get ready for school. Listen to the song and answer the question: What does he take to school?*

Tapescript in PB

Shared reading

Ps sing the song together.

Ps make up their songs looking at the picture. (*Put your ruler / rubber in the bag.*)

IV. Vocabulary and grammar presentation

Presentation

Take a picture or a toy of Rose. T: *Rose is a little rat, but she likes to go to school. Rose is on the board. Rose is near the board.*

Rose is near the table. Rose is near the window. Rose is near the door. Rose is near the desk. She's on the desk. She's under the desk. Rose, where are you?

Checking understanding

T: *Stand up! Point to the board! Touch your desk! Put your pen near the pencil-case! Thank you. Sit down.*

Pronunciation

T: *Listen and repeat. [ɔ:] – board, the board, on the board; [ɪə] – near, near the board; [d] – desk, the desk, on the desk, near the desk*

Picture dictionary. PB, ex. 2

T: *Read the words in pairs.*

V. Practice

'Follow Rose' game.

Move Rose around the classroom and children comment: *She's on the desk! She's near the window! Etc.*

Story. PB, ex. 3a-c

Ⓐ

PB, ex. 3a

T: *Who can you see? Where's Rose? Listen and answer the question. Who's the new pupil?*

Ⓑ

Ps listen, look at the pictures and answer the pre-listening question.

Tapescript in PB

PB, ex. 3b

Ⓒ

Shared reading. PB, ex. 3c

Roles: Liz, Mike, Mrs Read.

PB, ex. 4a

T: *What can you see?* Ask two Ps to read the model. Then Ps work in pairs. Walk about the classroom and help if necessary.

PB, ex. 4b

First, play the game with the whole class. Think of a school thing in ex. 4a. Ps ask you questions until they guess your object. Then Ps play in pairs.

VI. Moving activity

P1 goes out and the other children hide an object. P1: *Is it on the board? Is it under the desk?* Etc.

VII. Workbook activity

Ex. 1

T: *Who can you see? Where's Rose? Listen and number.*

Tapescript

She's in the cheese.

She's near the cheese.

She's on the cheese.

She's under the cheese. Yummy!

VIII. Homework

PB, ex. 5; WB, ex. 2, 3

IX. Round-up

T: *Where do you put your school bag when you're at home?* Ps:
On the chair. Near the bed. Etc.

T: *Say 'goodbye' to Rose, she's tired today.*

Lesson 4. LET'S GO TO SCHOOL!

Aim To form grammatical habits of speaking	New language / Pronunciation and phonics The verb 'to be' [w] [ju:] [ð] Sentence stress
You will need Flashcards of school things Slips of paper with nouns, pronouns and the verb 'to be'	Classroom language Who can you see in the picture? Check your answers. Find pairs.

I. Warm-up

🎵 Song 'Put your pencil in the bag'.

II. Checking homework

III. Grammar presentation

🎵 Song 'I'm a pupil'. PB, ex. 1

T: *Are you a pupil, Masha? Is Mike a pupil? Is Liz a pupil? Are the rats pupils?*

Listen to the song and point to girls and boys.

Tapescript in PB

Copy the pronouns with the verbs 'to be' from the song onto the board and elicit the full forms. Ask pupils to find the subject in every sentence and tell them that all the sentences have the verb 'to be'.

Checking understanding

Ask pupils to translate the song. Help them understand that we don't translate the forms of the verb *to be* – *am, is, are* – into Russian. In every English sentence there is a verb. If in a Russian sentence there is no verb, the verb 'to be' appears in an English sentence. This verb is special and children have to remember its forms.

Pronunciation

T: [w] – *we, we're, we're pupils*; [ju:] – *you, you're, you're pupils*;
[ð] – *they, they're, they're pupils*.

Grammar secret. PB, ex. 2

Read the grammar secret together (see also GR, pp. 168 – 169).

Say pronouns at random. Ps say the verb 'to be'. T: *We ...*
Ps: *Are. Etc.*

Ps sing the song together (ex. 1).

IV. Practice

PB, ex. 3

Write the two sentences from the model, omitting 'is' and 'are'. Elicit them from Ps. Practise the sentence stress before setting up pair practice.

Story. PB, ex. 4a–c

Ⓐ

Ex. 4a

Ps make sentences about the picture. Use the model.

Ⓑ

Ex. 4b

T: *Listen, read and answer the question. Why do the rats run?*

Tapescript in PB

Ⓒ

Shared reading. Ex. 4c

Roles: Mike, Liz, Teacher, Cat, Rats.

V. Moving activity

Write different pronouns and nouns on slips of paper and corresponding forms of the verb 'to be'. Give out one slip to each pupil. Ps mingle and find pairs.

VI. Workbook activity

Ex. 1

Ps match the nouns with the corresponding pronouns.

Ex. 2

Ps circle the correct form of the verb 'to be'. Check together.

VII. Homework

PB; ex. 4d; WB, ex. 4.

VIII. Round-up


Revise the forms of the verb 'to be'.

Song 'I'm a pupil'.

Lesson 5. SCHOOL RULES

Aim To form lexical and grammatical habits of speaking	New language / Pronunciation and phonics To open, to close, to read, to write, to draw, to listen, to speak English, to sit down, to stand up Positive and negative imperatives [r], [əʊ], [ɪ], [s] oo = [ʊ], oo = [u:] Sentence stress
You will need Flashcards of school things	Classroom language Instructions Repeat after me. Complete the sentences. Count. How many letters / sounds?


I. Warm-up

 Song 'I'm a pupil'

II. Checking homework

III. Vocabulary presentation

Presentation

 Chant. PB, ex. 1

T: *Who can you see in the picture? Where are they? What's happening? Listen and check.*

Tapescript in PB

Checking understanding

Give instructions to Ps: *Stand up! Sit down! Speak English! Listen! Read! Etc.*

Pronunciation

T: Repeat after me. [r] – write, draw, read; [əʊ] – open, close;
[ŋ] – English, speak English; [s] – listen, stand up, sit down.

Sight reading

Shared reading

Children say the chant together.

IV. Grammar presentation

Presentation

T: Stand up! Jump! Don't jump! (жест) Sleep! Don't sleep!
(жест) Etc.

Write on the board: Sleep! Don't sleep. Elicit from Ps how we make negative instructions.

Checking understanding

T: What do they mean?

Pronunciation

T: [əʊ] – don't, don't eat, don't run, don't sleep, don't hide.

V. Practice

PB, ex. 2a

T: What's happening? Why is Mrs Read angry? Ask pupils to copy the uncompleted sentences in their exercise-books.

T: Look at the picture and complete the sentences.

PB, ex. 2b

T: Listen and check.

Tapescript

Mrs Read: Mike, Liz, don't eat!

Mike and Liz: Sorry, Mrs Read.

Mrs Read: Ben, don't jump!

Ben: Sorry, Mrs Read.

Mrs Read: Tom, don't run!

Tom: Sorry, Mrs Read.

Mrs Read: Pam, don't hide!

Pam: Sorry, Mr Read.

Mrs Read: Ted, don't sleep!

Ted: Z-z-z-z.

PB, ex. 3

Ps match the sentences with the pictures and write the answers in their exercise-books.

PB, ex. 6a

Ps work in pairs and say what they do in the lesson. Then check together as a whole class.

V. Moving activity

Give positive and negative instructions to children. Then they give instructions to each other in pairs.

VI. Workbook activity

Ex. 1

Ps tick the correct instructions.

Tapescript

Speak English! Don't write on the desk! Don't eat in the lesson! Don't draw in the book! Listen to the teacher! Don't sleep in the lesson!

VII. Letter secrets

PB, ex. 4

PB, ex. 5

WB, ex. 2

Ps cross the word that doesn't match the common rule.

Key: close, dog, good, go.

VIII. Homework

PB ex. 6B; WB, ex. 3, 4.


IX. Round-up

T: *Boys, close the books. Girls, don't close the books. Girls, put your pencil-cases in your bags. Boys, don't touch your pencil-cases. Girls, close your books and put them in your bags. Boys, close your pencil-cases and put them in your bags.*

Lesson 6. ANIMAL SCHOOL

Aim To develop listening, reading and speaking skills	New language / Pronunciation and phonics a = [eɪ], [æ] u = [u:], [ʌ] oo = [u:], [ʊ]
You will need Flashcards of school things	Classroom language Listen and write the numbers. Act out.

I. Warm-up

 Chant 'Stand up!'

'Please' game. Say positive and negative instructions. Ps perform them only when you say 'please'. T: *Please, run! Please, don't run! Dance! Please, dance! Don't dance! Please, don't dance!* Etc.

II. Checking homework

III. Practice

 Story PB, ex. 1a, b

Ⓐ

PB, ex. 1a

T: *Look at the pictures. What animals can you see? Is Frog a pupil? What school things has Frog got? Read the instruction.*

Ⓑ

Ps listen, follow the lines and answer the questions.

Tapescript in PB

PB, ex. 1b

Ps work in pairs. Then check together as a whole class.

Ⓒ

Shared reading. PB, ex. 2

IV. Moving activity

PB, ex. 3

Ps act out the story in groups.

V. Workbook activity

Ex. 1

Ps number the sentences to make up 2 dialogues. Then check together.

Ex. 2. Dictation

T: *This is Alice. She's a pupil. She's got a pen, a rubber and ruler. She's got ten pencils in her pencil-case. She puts her books, exercise-books and pencil-case in her bag. She takes her bag and goes to school.*

VI. Homework

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

VII. Round-up

T: Say 'goodbye' to the characters. Who's your favourite character in this story?

Lesson 7. I'M IN CLASS "3A"

Aim To develop listening, reading and speaking skills	New language / Pronunciation and phonics I'm in Class 3A.
You will need Model of the project 'My school bag' Dice and counters	Classroom language Listen and guess. Count. Do the project. Make up a riddle. Swap the roles. Throw a dice. Go to ... Stop. Step to the right. Step to the left. Make up sentences.

I. Warm-up

Songs and chants of the unit.

Play 'Hangman' with school things.

II. Checking homework

III. Speaking

Guessing game. PB, ex. 1

T: Look at the pictures. How many pencil-cases? Count! Ps: One pencil-case, two pencil-cases, ... four pencil cases.

T: Look at pencil-case number 1. What colour is the pencil-case? How many rubbers? How many pencils? How many pens?

T: Listen and guess. I've got a yellow ruler. I've got five pencils. I've got a purple pen. What number?

Ps: Four. Ps work in pairs. P1 makes a riddle about one of the pencil-cases. P2 guesses it. Then Ps swap the roles.

IV. Project

PB, ex. 2

T: Look at the pictures. What has Jenny got? Read and find the mistake in the picture.

Key: not ten pencils, but eleven.

PB, ex. 3

Ask Ps to complete the sentences about themselves orally. Ps work in pairs. Walk around the classroom and help if necessary.

V. Moving activity

Say true and false sentences about Ps. Ask Ps to step to the right if a sentence is true and step to the left if a sentence is false. T: You're pupils. You're in class 3B. Sasha is a teacher. Masha's got a black pencil-case. You can write. You like school. You've got beautiful bags. You can speak English. Katya is near the door. Etc.

VI. Board game

PB, ex. 4

Children play in groups. They throw a dice and follow the instructions.

VII. Workbook activity

Ex. 1

Key: 1 - two, 2 - pen, 3 - board, 4 - pencil, 5 - three, 6 - desk, 7 - ruler, Down: teacher.

Ex. 2. Bingo

Ex. 3

Ps match the beginnings of the sentences with their endings. Check together.

VIII. Homework

Project 'I'm a pupil'.

IX. Round-up

Play 'The last sentence' game. T: *Make up sentences about school.* P1: *I'm a pupil.* P2: *I'm in class 3B.* P3: *My school is big.* P4: *I've got a pencil-case.* Etc.

Ideas for project presentation

- Ps present their projects pointing to the pictures. Ps listen and ask questions for more information. Write two questions on the board. *Have you got a black ruler? Can you speak English?* Underline the parts of the questions which Ps can substitute. Ps: *Have you got a red pen? Can you draw? Yes, I have. / No, I haven't. Yes, I can. / No, I can't.*
- After all Ps have presented their projects, praise them: *Thank you very much. I like all your projects. You're good pupils.*

UNIT 8. SEASONS

By the end of this unit Ps will be able to

- identify types of weather and seasons
- describe favourite seasons
- invite their friends to do something

Vocabulary

Sunny, hot, warm, cold, cloudy, foggy, windy, rainy, snowy
Winter, spring, summer, autumn
Play football, play volleyball, play tennis, play ice-hockey, play badminton, play basketball, play snowballs, skate, ski

Structures

What's the weather like today?
But
'can' – possibility
Let's play football.
That's a good idea.

Lesson 1. WHAT'S THE WEATHER LIKE TODAY?

Aim

To form lexical and grammatical habits of speaking

New language / Pronunciation and phonics

Sunny, hot, warm, cold, cloudy, foggy, windy
What's the weather like today? Is it *sunny*?
Yes, it is. / No, it isn't. It isn't *sunny*.
*favourite
[ɒ] [əʊ] [w] [aʊ] [ʌ] [ð]
ou = [aʊ]
Rising intonation in questions

You will need

Flashcards of the new vocabulary, 'magic window'

Classroom language

Who / what can you see?
Guess the word. Mime the weather.
What's the common sound? What are the common letters?

I. Warm-up

T: *How are you today? How's your mum / dad / sister / brother?*