

## 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?

<b>Aim</b>  To form lexical and grammatical habits of speaking	<b>New language / Pronunciation and phonics</b>  Sunny, hot, warm, cold, cloudy, foggy, windy What's the weather like today? Is it <i>sunny</i> ? Yes, it is. / No, it isn't. It isn't <i>sunny</i> . *favourite [ɒ] [əʊ] [w] [aʊ] [ʌ] [ð] ou = [aʊ] Rising intonation in questions
<b>You will need</b>  Flashcards of the new vocabulary, 'magic window'	<b>Classroom language</b>  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?*

## II. Vocabulary presentation

### Presentation

Show flashcards as you speak. T: *I'm very well today. It's sunny today. I like sunny days. It's warm today. It's not hot, but warm. I don't like cold days. Look, it's windy. It's cloudy. It's foggy.*

### Checking understanding

T: *Is it sunny today? Is it cold today?* Etc. Ps: *Yes, it is. / No, it isn't.*

### Pronunciation

T: *Listen and repeat.* [ɒ] – *hot, foggy*, [əʊ] – *cold*, [w] – *warm*, [aɪ] – *windy*, [aʊ] – *cloudy*, [ʌ] – *sunny*.

### Sight reading

'Magic window'. Make a hole in a piece of paper and show flashcards so that children can see only a small piece of the picture and guess the words. Ps: *It's foggy.*

'Read my lips'. Whisper a word and children guess it.

### Picture dictionary. PB, ex. 1

## III. Grammar presentation

### Chant. PB, ex. 2

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

### Tapescript in PB

### Pronunciation

T: [w] – *what*; [w], [ð] – *weather, the weather, what's the weather, what's the weather like today?*

### Shared reading

Two groups: group 1 asks questions, group 2 answers them. Then the groups swap the roles.

### Grammar secret. PB, ex. 3

Write on the board: *It's sunny*. Elicit from Ps what *It's* means. Write: *It's = It is*. Ask Ps to remember the chant and elicit the question. Write: *Is it sunny?* Lead Ps to the conclusion: in questions the verb 'to be' goes before the subject. Write the sentence *It isn't sunny* on the board. Elicit from Ps how to make a negative sentence. Write on the board: *is + not = isn't*.

Read the grammar secret together.

### Pronunciation

Practise the rising intonation of questions. Ask Ps to repeat the questions after you accompanying it with raising their hands.

T: *Is it windy? Is it warm?* Etc.

## IV. Practice

### PB, ex. 4. Guessing game

Draw some weather in a simple / symbolic way. Ps guess it: *Is it windy?* Give children some paper, ask them to draw the weather and guess in pairs.

### PB, ex. 5

T: *Look at picture 1. Is it hot?* Ps: *No, it isn't.* T: *It isn't hot. What's the weather like in picture 1?* Ps: *It's cold.*

T: *Read the model.* Ps correct the mistakes in pairs, then check together.

### Story. PB, ex. 6a, b

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Ex. 6a

T: *Who can you see? Picture 1. What's the weather like? P: It's hot and sunny. Etc. T: Listen and check. What's the weather like? Why?*

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Ps listen and follow the text. Then they answer the question (in L1): *The children have found a Time Machine.*

Tapescript in PB

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Shared reading. Ex. 6b

Roles: Liz, Mike.

### V. Moving activity

Say different weather and Ps mime it. T: *It's cold. It's hot. It's windy. Etc.*

### VI. Workbook activity

🔊 Ex. 1a

Ps listen and number the pictures.

Tapescript

*1. It's warm. 2. It's foggy. 3. It's sunny. 4. It's windy. 5. It's cold. 6. It's hot. 7. It's cloudy.*

Ex. 1b

Ps read and number the sentences corresponding to the pictures in ex. 1a.

Ex. 1c

Ps work in pairs, asking questions about the pictures in ex. 1a in random order.

## VII. Letter secrets

PB, ex. 7

PB, ex. 8

WB, ex. 2

Key: line 1 – hot, line 2 – soup, line 3 – mouth, line 4 – pupil, line 5 – cloudy.

## VIII. Homework

PB, ex. 9; WB, ex. 3, 4.

## IX. Round-up

Chant 'What's the weather like today?' T: *What's the weather like today? What's your favourite weather?*

## Lesson 2. AUTUMN, WINTER, SPRING AND SUMMER

<p><b>Aim</b></p> <p>To form lexical and grammatical habits of speaking</p>	<p><b>New language / Pronunciation and phonics</b></p> <p>Winter, spring, summer, autumn, rainy. It's <i>rainy</i>. It's <i>autumn</i>. But [ɔ:] [ɪ] [ʌ] [w] [r] y = [aɪ], y = [ɪ]</p>
<p><b>You will need</b></p> <p>Flashcards of seasons and weather Slips of paper with the names of countries</p>	<p><b>Classroom language</b></p> <p>Make up a riddle. Guess the riddle. What's the common sound / letter? Walk and speak.</p>

## I. Warm-up

🔊 Chant 'What's the weather like today?'  
T: *What's the weather like today?*

## II. Checking homework

### III. Vocabulary presentation

#### Presentation

Present vocabulary, using the flashcards: *It's winter. It's cold and windy. It's snowy. It's autumn. It's not very cold, but it's windy. It's rainy. It's spring. It's warm and sunny. It's summer. It's hot and sunny. I like summer.*

#### Checking understanding

Say true and false sentences about seasons. If a sentence is true, Ps say 'Yes'. If it is false, they say 'No'. T: *It's cold in winter. It's rainy in autumn. It's snowy in summer. It's warm in spring.* Etc.

#### Pronunciation

T: [ɔ:] – *autumn*, [ɪ] – *spring*, [ʌ] – *summer*, [w] – *winter*, [snoʊ] – *snowy*, [r] – *rainy*, *spring*.

#### Sight reading

Picture dictionary. PB, ex. 1.

### IV. Practice

📖 Story. PB, ex. 2

(A)

T: *Look at picture 1. What season is it?* Etc. T: *Listen and answer the question: What season does Liz like?*

(B)

Ps listen and follow the lines.

Tapescript in PB

Ps answer the pre-listening question.

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#### Shared reading

Roles: Liz, Mike.

📖 Rhyme. PB, ex. 3

T: *What colour is winter / autumn / spring / summer? Summer is green, yellow, pink, red, white, purple, orange. Summer is bright. What does it mean? Right! Яркое. Listen and check.*

#### Shared reading (T + Ps)

Ask individual Ps to recite the rhyme.

PB, ex. 4

Ask one pupil to read the model. Pupils work in pairs. Walk around the classroom and help where necessary.

PB, ex. 5a

Ps read the riddle and guess the season.

PB, ex. 5b

Ps play the guessing game in pairs.

### V. Moving activity

Distribute slips of paper with the words: Britain, Africa, America, Belarus. Children are not supposed to show the slips to each other. They stand up and ask each other: *Where are you from?* If they are from the same country, they just say *hello*, if they are from different countries, they say, e.g. *What's the weather like in Britain?* The aim of the activity is to speak to as many people as possible.

## VI. Workbook activity

### Ex. 1

Spell the words: *w-i-n-t-e-r, s-u-m-m-e-r, s-p-r-i-n-g, a-u-t-u-m-n.*

Ps listen and write the letters. Then they read and match the words with the pictures drawing lines.

### Ex. 2

Ps correct the sentences. Walk around the classroom and help where necessary. Then check together.

## VII. Letter secrets

### PB, ex. 6

### PB, ex. 7

## VIII. Homework

PB, ex.8; WB, ex. 3, 4. Bring coloured pencils.


## IX. Round-up

Rhyme 'Seasons'. T: *What's your favourite season?*

## Lesson 3. WE CAN SKI IN WINTER

<b>Aim</b> To form lexical habits of speaking	<b>New language / Pronunciation and phonics</b> To play football, to play volleyball, to play tennis, play ice-hockey, to play badminton, to play basketball, to play snowballs, skate, ski [ɔ:] [aɪ] [t] [æ] [ɪ] ck = [k]
<b>You will need</b> Flashcards of sports <b>Pupils will need coloured pencils</b>	<b>Classroom language</b> Mime the actions. What's this? How do you spell it? How many letters? How many sounds?

## I. Warm-up

 Song 'Can you fly like a parrot?'

## II. Checking homework

## III. Vocabulary presentation

### Presentation

Use flashcards. T: *I like sport. I can play different sports in different seasons. In winter I can play ice-hockey, play snowballs, skate and ski. In summer I can play badminton, play basketball, play football, play volleyball, play tennis.*

### Checking understanding

T: *Mime the actions. Play football. Play snowballs. Ski. Skate. Etc.*

### Pronunciation

T: [ɔ:] – ball, football, basketball, volleyball, snowballs, [æ] – badminton, [t] – tennis, skate, [aɪ] – ice-hockey, [ɪ] – ski.

### Sight reading

Picture dictionary. PB, ex. 1

## IV. Practice

 PB, ex. 2

### Ex. 2a

Ps work in pairs. They write the names of the children in their exercise-books, and next to them – the number of the corresponding picture.

### Ex. 2b

Ps listen and check.

#### Tapescript

*Pat can play volleyball.  
Nelly can play tennis.  
Nick can play badminton.  
Sam can play snowballs.  
David can play football.  
Ben can play basketball.  
Fred can skate.  
Kitty can ski.  
Harry can play ice-hockey.*

#### Shared reading

### Ex. 2c

Ps play in pairs.

### PB, ex. 3

The game is played in the whole group. Set the time for the game, e.g. 4 minutes. The last pupil to say a sentence is the winner.

#### **V. Moving activity (Miming game)**

Ps work in pairs. One pupil mimes an action, the other guesses it: *Can you swim? Can you play snowballs? Etc.*

#### **VI. Workbook activity**

### Ex. 1a

Read the words and the children's names. T: *What can Misha and Alesya do?* Ps listen and tick or cross.

#### Tapescript

1

*Teacher: Hello, Misha.*

*Misha: Hello.*

*Teacher: Misha, can you play football?*

*Misha: Yes, I can! I play football with my friends!*

*Teacher: Can you play tennis?*

*Misha: Yes, I like tennis.*

*Teacher: Can you play ice-hockey?*

*Misha: Ice-hockey? No, I can't. I can't play ice-hockey and I can't skate.*

*Teacher: Misha, can you ski?*

*Misha: Oh, yes! I can ski! I like it!*

*Teacher: Can you swim then?*

*Misha: Of course, I can! All my friends can swim! We swim every day!*

*Teacher: Thank you, Misha. Bye!*

*Misha: Bye!*

2

*Teacher: Hi!*

*Alesya: Hello!*

*Teacher: What's your name?*

*Alesya: My name's Alesya.*

*Teacher: What a nice name! Alesya, can you play football or ice-hockey?*

*Alesya: Football? Ice-hockey? Oh, no! I can't play football and I can't play ice-hockey!*

*Teacher: And what about tennis?*

*Alesya: Oh, yes! Tennis is great!*

*Teacher: Can you ski or skate, Alesya?*

*Alesya: I can skate but I can't ski.*

*Teacher: And the last question, Alesya. Can you swim?*

*Alesya: No, I can't. I can't swim. But my sister can!*

### Ex. 1b

Ps make sentences about Misha and Alesya.

## VII. Letter secrets

PB, ex. 4

PB, ex. 5

WB, ex. 2

Ps match the words with the corresponding letter combinations drawing black, blue and red circles. Then they check together. Ask Ps to read the words with *ch*, *ck* and *sh*.

## VIII. Homework

PB, ex. 6; WB, ex. 3-5.

## IX. Round-up

T: *What's your favourite sport?*

## Lesson 4. WHAT CAN YOU DO IN SPRING?


<p><b>Aim</b></p> <p>To improve lexical and grammatical habits of speaking</p>	<p><b>New language / Pronunciation and phonics</b></p> <p>'can' -possibility Go for a walk ng = [ŋ] Falling intonation in questions</p>
<p><b>You will need</b></p> <p>Flashcards of sports, seasons, weather</p>	<p><b>Classroom language</b></p> <p>Tap the rhythm. How many letters/ sounds?</p>

### I. Warm-up

T: *What's the weather like today?*

### II. Checking homework

## III. Practice

 **Chant. PB, ex. 1**

T: *Look at the pictures. What can you see? Listen and tap the rhythm on the desk.*

Tapescript in PB

### Shared reading

Group 1 – Wh-questions, group 2 – answers. Children say the chant together.

PB, ex. 2

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

PB, ex. 3

Listen to a few pupils with the whole group. Ask before listening: *What's the most favourite season? Какое самое любимое время года?*

### IV. Moving activity ('Chinese whisper')

Divide the class into two teams and ask them to stand into two lines. Whisper a sentence to the first players. They whisper the sentences to Ps in their teams one by one and the last pupils in the lines say the sentence loudly. If the sentence is correct, the team gets a point.

T: *I can play football in summer. I can play ice-hockey in winter.*  
Etc.

### V. Workbook activity

 **Ex. 1a**

T: *What are the children's names? What are their favourite seasons? Listen and match.*

Ps match the children with their favourite seasons.

Tapescript

**Kate:** My favourite season is summer. It's hot. I can swim in summer.

**Pavel:** My favourite season is winter. It's cold. I can skate in winter.

**Linda:** My favourite season is autumn. It's warm. I can see yellow, red and orange leaves in autumn.

**Alex:** My favourite season is spring. It's warm and sunny. I can see green grass in spring.

### Ex. 1b

Ps read the paragraphs and write the numbers according to the numbers in exercise 1a.

Key: 3, 1, 4, 2

## VI. Letter secrets

PB, ex. 4

WB, ex. 2

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

## VII. Homework

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

## VIII. Round-up

Chant 'What can you do in spring?'

## Lesson 5. LET'S PLAY FOOTBALL

<b>Aim</b>	<b>New language / Pronunciation and phonics</b>
To improve pronunciation habits To develop listening, reading and speaking skills	Let's play football. That's a good idea. No, thank you. Sorry, I can't. ck = [k], ng = [ŋ], ou = [aʊ], y = [ɪ]
<b>You will need</b>	<b>Classroom language</b>
	Role play. Act out. Walk and speak.

## I. Warm-up

T: What season is it now? What's the weather like today? Is it hot? Is it foggy? Etc.

☞ Chant 'What can you do in spring?'

## II. Checking homework

## III. Song

☞ PB, ex. 1

T: What seasons can you see in the pictures? What can the children do in summer? autumn? winter? spring? Listen and check.

Tapescript in PB

Shared reading

Children sing the song together.

## IV. Communicative function (Invitation)

☞ Story. PB, ex. 2a, b

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Ex. 2a.

T: Look at picture 1 / 2. Is Liz happy? Listen and answer the question. What does Liz like?

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

Tapescript in PB

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T(in L1): How can you invite a friend to go for a walk? How can you agree? How can you say that you can't do that?



## Shared reading. Ex. 2b

### V. Practice

#### PB, ex. 3

Ask Ps to read the model. Then Ps prepare and role-play conversations, inviting each other to do different actions. Ask two-three pairs to act out their conversations in front of the class.

### VI. Moving activity

Ps walk around the classroom and invite their classmates to do different actions. They should invite as many pupils as possible.

### VII. Workbook activity

#### Ex. 1a

Ps listen and tick the pictures if children accept the invitation. Ps cross the pictures if the children don't accept the invitation.

#### Tapescript

1

- *Let's play basketball!*
- *That's a good idea! I like basketball.*

2

- *Let's dance!*
- *Sorry, I can't dance.*

3

- *Let's swim!*
- *No, thank you. The water's cold.*

4

- *Let's play badminton!*
- *No, thank you. It's windy!*

5

- *Let's play tennis!*
- *That's a good idea. Tennis is my favourite game.*

6

- *Let's go for a walk!*
- *That's a good idea! It's warm and sunny.*

#### Ex. 1b


Ps read and number the sentences corresponding to the pictures in ex. 1a.

#### Ex. 2. Dictation

### VIII. Homework

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

### IX. Round-up


 Song 'It's a hot summer day'.

## Lesson 6. WHAT'S YOUR FAVOURITE SEASON?

<b>Aim</b> To develop listening, reading and speaking skills	<b>New language / Pronunciation and phonics</b> ee = [i:], i = [ɪ], oo = [u:], o = [ɒ], [əʊ], u = [ʌ]
<b>You will need</b>	<b>Classroom language</b> Find the mistake. Step to the right. Step to the left. Listen and write the letters.

### I. Warm-up

T: *What's the weather like today?*

 Song 'It's a hot summer day'.

## II. Checking homework

### III. Reading

PB, ex. 1

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Ex. 1a

T: *What can Peter do in summer / spring / autumn / winter?*  
Pupils look at the picture and make up sentences about Peter.

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Ex. 1b

Ps read and check their ideas.

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Ex. 1c

Ps listen and try to find a mistake in Peter's story.

#### Tapescript

##### *Spring*

*In spring it's warm and sunny.  
I can go for a walk and play  
Football in spring.*

##### *Summer*

*In summer it's hot and sunny.  
I don't go to school. I can swim in summer.*

##### *Autumn*

*In autumn it's cloudy and foggy and rainy. I like the trees in autumn.  
They're blue.*

##### *Winter*

*In winter it's cold and windy.  
I can ski. We have Christmas in winter.  
It's fun!*

*My favourite season is summer.*

Key: The trees in autumn aren't blue.

#### Shared reading

4 groups read about 4 seasons.

### IV. Moving activity

Say true and false sentences about Peter. If you say a true sentence, Ps step to the right. If you say a false sentence, Ps step to the left.

### V. Project

PB, ex. 2

Ps discuss in pairs what they can do in different seasons and decide what their favourite season is. Assist them with language and ideas.

### VI. Board game

PB, ex. 3

The idea of the game is to answer the questions and get a prize. Ps play in pairs. One pupil asks questions, the other answers them. The first one follows the lines according to the answers. Then they change over.

### VII. Workbook activity

Ex. 1. Dictation

Ex. 2

Ps read the texts and match them with the pictures.

### Ex. 3

Ask one pupil to read the first text. Elicit from Ps what the difference is between *winter* and *in winter*. Then Ps read the three other texts and complete the sentences.

### VIII. Homework

**Project 'My seasons tree'.** You can give some recommendations on the pupils' projects.

Take a big sheet of paper.

Draw your seasons tree. You can stick photos.

Write about you.

Speak about your seasons tree.

### IX. Round-up

T: *What do you remember about Peter?*

## Lesson 7. THE UGLY DUCKLING

<b>Aim</b> To develop listening, reading and speaking skills	<b>New language / Pronunciation and phonics</b>
<b>You will need</b>	<b>Classroom language</b> True /False. Listen and join. Work in pairs. Act out.

### I. Warm-up

Songs and chants of the unit.

### II. Checking homework

### III. Story

PB, ex. 1

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### Ex. 1a

Children look at the pictures. Introduce the words 'duckling' and 'swan'. T: *Listen, read and answer the question: Who likes the Ugly Duckling?*

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Ps listen and follow the lines. Then they answer the question (*the man, the swans*).

### Ex. 1b

Introduce the words 'true' and 'false'. Ps do this exercise in their exercise-books. They write numbers of the sentences from 1 to 8 and next to each number the letters T or F. Do the first two sentences together, then Ps work in pairs. Check together as a whole class.

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### Shared reading. Ex. 2

Roles: Ugly Duckling, Mum, Ducklings, Big Ducks, Rabbits, Man, Children, Swans, Dog.

### IV. Moving activity

### Ex. 3

Tell children a shorter version of the story. They help you complete your sentences. Ps act out the story.

### V. Workbook activity

📺 Ex. 1

Ps listen and join the dots in the order the words go in the recording.

Tapescript

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

### VI. Homework

WB, ex. 2 – 4.

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

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

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

### VII. Round-up

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

#### Ideas for project presentation

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

## UNIT 9. I LOVE ANIMALS

By the end of this unit pupils will be able to

- identify animals
- describe animals

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

### Lesson 1. AT THE CIRCUS

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

#### I. Warm-up

**T:** *What animals do you know?*

#### II. Vocabulary presentation

##### Presentation

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

##### Checking understanding

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