

# Волшебная шкатулка

## **АНГЛИЙСКИЙ ЯЗЫК** **4 класс** **Книга для учителя**

Учебно-методическое пособие для учителей  
учреждений общего среднего образования  
с белорусским и русским языками обучения

*Учебное электронное издание*

Минск • «АБЕРСЭВ»

УДК 372.881.111.1.046.12  
ББК 74.268.1Англ

**Авторы:**

Н. М. Седунова, А. И. Калишевич, Т. С. Новикова, А. П. Пониматко,  
Т. Ю. Севрюкова, Л. М. Лапицкая

**Рецензенты:**

кандидат филологических наук, доцент кафедры теории и практики германских языков  
Барановичского государственного университета **Е. Г. Каранетова**;  
преподаватель английского языка гимназии № 10 г. Минска **В. М. Матвейюк**

**Консультанты:**

помощник декана факультета международного образования колледжа  
имени Св. Марка и Св. Джона (Плимут, Великобритания) **Род Болито**;  
проректор по учебной работе МГЛУ, кандидат педагогических наук, профессор **П. К. Бабинская**

**Организатор проекта:**

директор Центра лингвистического образования МГЛУ,  
кандидат педагогических наук, доцент **Н. В. Демченко**

*Учебное электронное издание*

Дата размещения 20.01.2020. Объем 4,5 Мб.  
Общество с дополнительной ответственностью «Аверсэв».  
Ул. Н. Олешева, 1, офис 309, 220090, г. Минск.  
**E-mail: info@aversev.by; www.aversev.by**  
Контактные телефоны: (017) 378-00-00, 379-00-00.  
Для писем: а/я 3, 220090, г. Минск.

## CONTENTS

<i>Introduction</i> .....	4
<i>Syllabus</i> .....	9
<b>UNIT 1. SUMMER WAS FUN!</b> .....	11
<b>UNIT 2. FREE TIME</b> .....	24
<b>UNIT 3. DO YOU LIKE TV?</b> .....	41
<b>UNIT 4. CHRISTMAS IS COMING</b> .....	52
<b>UNIT 5. IN THE CITY OR IN THE COUNTRY?</b> .....	62
<b>UNIT 6. BE HEALTHY!</b> .....	76
<b>UNIT 7. OUR WONDERFUL WORLD</b> .....	87
<b>UNIT 8. COUNTRIES AND PEOPLE</b> .....	99
<b>UNIT 9. TRAVELLING</b> .....	111
<b>KEYS</b> .....	121

## INTRODUCTION

*Magic Box* is a four-year series of English course books for primary schools in Belarus. *Magic Box 4* is designed for children who have had approximately three years of English, or who have used *Magic Box 1, 2* and *3*. *Magic Box 4* is intended for approximately 102 45-minute periods (three lessons a week) and has a flexible design which allows a teacher to feel free with timing within a unit. The material is grouped into nine units.

## RATIONALE

### General approach

The course follows the communicative approach and teaches to communicate by communication. We believe that learning happens in the process of interaction and teaching should create a need to communicate in different situations.

We develop all-round communicative competence, focussing on linguistic competence (lexical, grammatical, phonological), sociolinguistic competence (markers of social relations, simple politeness conventions, discourse, learning strategies and intercultural awareness).

We see learning a language as a cognitive process. Emphasis is given to tasks that allow learners to experience a variety of cognitive activities and develop learners' thinking. When pupils focus on a meaningful, communicative task, the language learning process becomes more motivating and effective.

### General principles

Learning should have a communicative purpose. Whether in grammar, functions or skills, the outcome should require pupils to communicate and put the language to active use. The communication emphasis means that pupils are given plenty of opportunities to exchange information.

The communicative approach implies that meaning takes precedence over form. This means that throughout *Magic Box* we equip learners with the language they need to create meaning. For this reason we have relied on a list of communicative functions as a starting point of every unit and children are taught to act in particular situations rather than just use vocabulary and structures.

### Other principles

We have taken an integrated approach to teaching and learning, developing listening, speaking, writing and reading in conjunction.

We teach English through English. Therefore most of the communication in the lesson, including instructions and explanations should be in English.

We follow the principle of personalisation as children get great motivation and satisfaction from talking and writing about themselves. The course offers many opportunities for pupils to do this in English.

## ACCURACY, FLUENCY AND ERRORS

While it is certainly important for pupils at this age to have the security of working within a controlled framework, they also need opportunities to experiment with English and should be encouraged in this. You should correct errors gently and supportively during accuracy work (e.g. vocabulary and pronunciation exercises, grammar drills), and refrain from interrupting pupils with corrections during fluency work. Here, the emphasis should be on praising them for any successful attempt at communication; you can note down any common errors and deal with them later. If pupils have the feeling of success, rather than failure, they will enjoy their English classes and this will keep them motivated to do well.

In any case, there is plenty of evidence in language acquisition research that most errors go away when the learner is 'ready' (i.e. when he/she has properly internalised a 'rule' or language system) and not when the teacher wants them to go away! If you keep on drawing attention to the 'rules', recycling them whenever possible, your pupils will gradually become more accurate and fluent in English. If you build up too negative and critical an attitude to errors, pupils will become over-anxious and reluctant to experiment with their English.

## COURSE COMPONENTS

**The Teacher's Book** (TB) presents the syllabus, followed by lesson plans with instructions, including lessons 'Reading for pleasure', tapescripts, keys, suggested answers, recommendations, keys and tapescripts for tests.

**The Pupil's Book** (PB) contains lesson pages, the Grammar Reference and the English-Russian dictionary. The lessons are organised into blocks of four, which will give more freedom to the teacher in a mixed ability class setting.

**The Workbook** (WB) consists of two parts. The WB includes listening tasks where pupils tick and cross, circle and number. It also contains vocabulary, pronunciation and grammar exercises.

**The Reader** contains stories for reading which have an emotional and moral message for children as well as vocabulary exercises and reading tasks.

**The Tests** have nine Grammar and Vocabulary tests (one per unit), nine Speaking tests (one per unit), four Listening tests (one per term), and four Reading tests (one per term).

There are **five cassettes** in the set. They are the PB cassette, the WB cassette, the cassette with songs and chants, the Reader cassette and the Tests cassette.

**The flashcards** include all the active vocabulary of the units.

You will need to make your own flashcards with the following:

1. Personal pronouns;
2. Possessive pronouns;
3. Object pronouns;
4. The verb 'to be';
5. Irregular verbs;
6. Question words;
7. Adverbs of frequency.

We also recommend you to have these things handy in your classroom:

1. A ball that is easy to catch;
2. Several dice and counters for board games;
3. Coloured chalk or board markers;
4. Envelopes;
5. Pictures of London, Minsk, people (boys, girls, men, women).

## THE ORGANISATION OF LANGUAGE FOR TEACHING PURPOSES

We have adopted an integrated syllabus (a multi-syllabus) where we have brought together topics and functions, as well as vocabulary and structures to fulfill those functions.

### Vocabulary

Active vocabulary is presented in class in meaningful contexts with the help of flashcards, miming or real life objects. "Picture dictionary" exercises in the PB will help pupils to refer to the active vocabulary many times. Encourage pupils to organise these words into their own vocabulary notes. They can draw pictures for the words, write their transcription and translation. Pupils acquire new vocabulary through a lot of practice, gestures, in games, role-plays and other activities.

The Reader offers a wider range of passive vocabulary. These items were selected because of their role in understanding of the text. They are shown in pictures or translated at the bottom of the pages only if they would otherwise impede successful completion of the comprehension tasks. It is very important to teach children to guess the overall meaning without understanding every word.

### Grammar

In the first two years pupils were introduced to the contracted verb forms and taught grammar through practice rather than conscious analysis. In the last year of the primary school their capacity for analysis and abstraction develops rapidly, so we suggest that you start helping pupils to systematise grammar and grasp the logic of the rules.

However, we strongly recommend that you should continue to use the contracted and reduced forms in speaking. This will not only affect pupils' pronunciation but also their listening comprehension. Research shows that learners who are taught full forms, usually sound unnatural to native speakers, they keep a heavy Mother Tongue accent for a long time and also fail to understand naturally contracted speech of native speakers.

You will find suggestions for grammar presentations in the lesson plans. Make sure you understand the key points of the grammar you are going to present and know the level to which you are going to give the rules. For example, you are not going to teach everything about the use of articles, but simply give the basic rules at this stage. The Grammar Reference section of the PB will guide you on the extent of the rules children need to acquire. This section will also advise you which aspects of pronunciation and spelling to focus on.

While presenting grammar you need to deal with the meaning, using pictures, context and concept questions – simple questions which give you evidence that pupils have understood you. Plan carefully what you are going to write on the board. Use coloured chalk or coloured board markers if possible.

### Pronunciation

Young learners acquire an accent easily and naturally when they have good models for imitation. Regular listening to the course cassettes will ensure natural pronunciation.

Poems, songs and chants are a rich source of material for teaching pronunciation. Chants will help you to teach rhythm and sound reduction. Pronunciation work in poems and songs usually involves practising difficult sounds, sound clusters, linking and word stress.

Reading aloud is a very important exercise for practising pronunciation. The Shell story will help children to imitate emotional intonation. Encourage them to follow the actors.

## SKILLS

### Listening

Listening includes the following sub-skills:

- understanding the active vocabulary and structures;
- understanding the gist of the text;
- understanding details;
- developing guessing abilities.

Texts which include active vocabulary and grammar usually appear in the lesson where this language is presented to give children a chance to hear it in natural speech. Understanding the gist and details is implemented in listening tasks, whereas developing guessing abilities depends on the way you tackle listening exercises. This year there are more and more texts which are not scripted in the PB. By all means you should encourage children to grasp the meaning and fulfil the tasks without understanding every word. Don't be too quick to feed the unfamiliar words to pupils, but rather let them listen again and have another try.

We include a variety of text types: stories, dialogues, descriptions, chants, songs, poems, riddles, instructions.

## Speaking

Speaking as one of the productive skills will develop rapidly this year as children acquire more functional language, vocabulary and grammar to express the meaning they need. Speaking is taught through various activities (games, role-plays, storytelling, etc) but in the first place, through direct communication between the teacher and pupils. Make sure that you encourage children to ask meaningful questions and give true answers. It is vital to allow them to attempt real communication. During this time the contents of what they say and understanding of what they hear should be more important than error-correction.

You need to distinguish clearly between accuracy-focussed and fluency-focussed tasks. Accuracy-focussed exercises are the ones which practise a structure, vocabulary items or functional language quite rigidly – there is not much variation for the learners to choose. This is controlled practice and pupils' language should be corrected. Choose a supportive way of error correction, in fact, ideally elicit the correct version from the learner. Fluency-focussed tasks require pupils to use a variety of structures and a wider range of vocabulary to convey their meaning. These are role-plays and exercises which include a direct exchange of opinions. By your emotional response you should show children that the meaning is more important than the form of what they have produced. Therefore, refrain from error-correction while children communicate.

## Reading

Teaching reading started in the second year and was developed in the third year. You should see very clearly the purpose of reading a particular text.

## Developing comprehension skills

The ultimate aim of teaching reading is, in fact, to help children understand written texts quickly and effectively. Teaching reading includes the following sub-skills:

- understanding the gist of the text;
- understanding details;
- scanning a text for specific information;
- developing guessing strategies.

*Magic Box 4* offers a wide variety of such texts for understanding: stories, descriptions, postcards, instructions, recipes, questionnaires, TV guides, advertising brochures and personal letters.

Open questions, multiple choice questions, true/false statements, and completing tables will help to develop pupils' comprehension skills. There are no special exercises to develop guessing skills. However, you will be developing them by following these simple rules of dealing with a text for comprehension.

1. Teach pupils to get as much information as possible from the pictures, the title and the text layout before they read the text.
2. Pre-teach the difficult vocabulary (if pupils don't know it, they are unable to fulfil reading tasks). Don't teach more than needed, and allow pupils to guess the meaning of the rest.
3. Set the gist question and make sure children know well what is expected from them. Set a time limit.

4. If you need to explain some vocabulary, use concept questions rather than direct translation. These are questions like 'Is it a verb/ noun/ adjective?', 'Is it positive or negative?', 'What can you do with that?' etc.

## Reading aloud

Reading aloud is not an aim in itself but just a means to teach pronunciation, sentence intonation and rhythm.

The text types which are recommended for reading aloud are poems, songs, chants and the Shell story. After you deal with understanding of the text and pupils have heard a good model for imitating, you are usually advised on pronunciation work in the lesson plans. This work is followed by shared reading.

## Shared reading

This is a technique to teach reading aloud when the teacher reads together with children. In the previous years you read all the texts with pupils in unison, then you read the roles in groups and after that children role-played the text on their own. We keep the term 'Shared reading' in lesson plans; however, you don't have to follow the whole procedure. By this year a lot of children have become confident in reading aloud, so you can allow them to role-play the conversations in groups if you feel they are ready for this.

## Sight reading

This technique is still used this year. 'Sight reading of the vocabulary' means that you show the flashcards one by one. First pupils see the picture and the word, and then they see the word only, thus learning to recognise the shape of the word. This technique is a necessary step for teaching fast reading in the future.

## Letter secrets (phonics)

This technique shows pupils that some letter combinations make particular sounds. You will find a short description of this work in lesson plans. To reinforce this work later on, you can make flashcards with the letter secrets and revise them regularly.

1. Show a flashcard or write a letter secret on the board (e.g. g=[g], g=[dʒ]).
2. Pupils think of as many words as possible with this combination (In our example 'girl, giraffe, guitar, gymnastics', etc.).
3. Encourage children to make a funny phrase (In our example 'A girl did gymnastics. She sat on a giraffe and played the guitar.').

## Reading for pleasure

Stories and poems to be read for pleasure are included in the Reader. The aim of this type of reading is to teach children to enjoy reading and encourage them to read literature in English in the future. Thus understanding and emotional impact on the children are more important than reading these stories aloud. All the stories are recorded on a separate cassette. Listening to the cassette will expose children to natural language, help them to enjoy the story and build a good foundation for their pronunciation skills.

## WRITING

In teaching writing we differentiate between techniques (handwriting and spelling) and creative writing. Text types are postcards, personal letters and writing for projects (posters, etc.). Pupils are invited to write and draw about themselves to develop creative writing. Your attitude to mistakes should be different here. Creativity and attempts to express themselves should be more important than accuracy. Encourage self-correction and peer-correction: these will help pupils to understand their mistakes better than getting back their notebooks full of red ink corrections.

## PROJECT WORK

The aim of project work is to give children an opportunity to use the language more freely and to communicate a message of their own. Projects develop the four language skills and also involve creativity, drawing skills, developing basic presentation skills such as addressing an audience, body language, eye-contact, etc.

The main idea about projects is that pupils work independently, use creativity and present their work to others as the final product. Projects can be done individually, in pairs and in groups.

This year there is one individual project. Pupils draw a plan, 'hide' a gold coin and describe the route to it (Unit 5). There is one pair project where pupils design a poster on healthy habits or prepare a Radio Fitness programme (Unit 6). The last project about countries (Unit 8) is done in groups. You should follow these rules for project work:

1. Children need to understand clearly what is expected of them, where to get ideas and information.
2. Help them to split into groups. If necessary, make sure everyone gets a role.
3. Monitor children's work only where necessary.
4. Encourage them to make presentations unusual and memorable.

## DISCIPLINE AND CLASSROOM MANAGEMENT

Discipline in a young learners' classroom can be a real challenge for the teacher, so you should be firm, but friendly and fair. Make sure children are ready to start a lesson. Reciting chants and poems helps to tune children in. When organising the class for an activity, use simple and clear instructions. Pupils should see and hear the language they are expected to produce and understand clearly what to do. We recommend using different models of interaction.

- Explanations and the most difficult tasks should be done as a whole class activity. Stand in the central position so that all pupils can see you and make sure you have their attention.
- Use group and pair work for shared reading, games and role-playing. Teach groups to signal when they are ready (e.g. put up their hands). Once pupils get used to the routine of pair and group work, it will be easy for you to manage it. It is important for

children to change pairs and group mates during a lesson so that they have a chance to communicate with different partners.

## CLASSROOM LANGUAGE

Use English as far as possible for classroom management, as the repetition of requests, instructions and comments will provide constant reinforcement of understanding as well as an extra opportunity for pupils to acquire the language. Don't worry if pupils do not understand every word you say. They need to be able to follow your instructions, so use body language and ask confident pupils to demonstrate what to do. If instructions are long, you can break them up into smaller pieces. The list below will help you. You can put some classroom phrases on the wall and refer to them during the lesson.

### List of classroom language

Pupils' language
Can I go to the board? What's ... in English? I'm sorry, I'm late. Can I come in? Can I go out? Can I borrow a pen? Can you help me?

Organising the work
Come to the board. Go to your seat. Make a circle. Put up your hand if you hear ... Open your record-book and write down your homework. Ask questions. Answer the questions. Work in pairs/ groups. Check in pairs.

Listening
Listen to the story / song / chant / to me. Listen and number. Tick or cross. Listen again.

Reading and writing
Read together. Circle the letter. Underline the word. Read the word/ sentence. Read again. Read in groups. How do you spell ...? Write the letter.

### Discipline and encouragement

Where's ...? What's the matter with ...?  
Well done!  
Good boy! / Good girl!  
Excellent!  
Try again.  
Be quiet!  
Have you got a book / an exercise-book /  
a record-book / a pen / a pencil?  
Don't write in the book!  
Keep your books closed.

## TESTING

Every unit has a Vocabulary and Grammar test. These include five tasks, starting with less demanding word-level tasks and moving on to creative writing. It is logical to

write Vocabulary and Grammar tests at the end of the unit. There are also Speaking tests for every unit. The first task requires prepared speaking whereas the second task encourages children to speak spontaneously. Listening and Reading tests are designed for all the four terms. You can administer either of them in any lesson at the end of every term.

While administering tests you should follow these rules:

1. Think about the seating arrangement. It shouldn't encourage any cheating. Use two versions if children have to share a desk.
2. Make sure that children understand the instructions before they start doing the test.
3. Set the time limit.
4. Remind children when there are five minutes remaining till the end of the test.
5. Collect the papers and mark all the tests.

Consult with your colleagues. Design a fair system of evaluation.

## ACKNOWLEDGEMENTS

We would like to express our gratitude to all those who have contributed to this textbook in different ways.

Our deepest appreciation goes to **Rod Bolitho**, Assistant Dean of INTED (the College of St. Mark and St John, Plymouth, U.K.), for his selfless aid in shaping ideas since the beginning of the project.

We would like to thank **N.P. Baranova**, Rector of Minsk State Linguistic University, whose help and support cannot be overestimated.

We owe particular thanks to **N.V. Demtchenko**, Director of the Centre for Linguistic Education, who initiated the project and guided it through all its stages.

Our special thanks are to **P.K. Babinskaya**, Vice-Rector of Minsk State Linguistic University, whose helpful comments have enhanced the book.

We are also indebted to Patrick Murphy (British Executive Service Overseas), Pam and Steve Palmer, Derek Sibley (English Speaking Union, Guildford Branch), Ramon Shindler (Gamabell, Krakow), British Consultancy Charitable Trust.

We would like to express our particular gratitude to Wendy Quinn, James Watkins, Robert Watkins, Susan Watkins, Maxim Plisko, Phillip Liukevitch and Vladislav Nalimov who did a big job to breathe life into the book with the recordings.

Special thanks go to Tatiana Laboda who composed the music and sang the songs, which help to strike the right cords in children's souls.

We appreciate the help of T.I. Stefaniuk in drawing the pilot materials.

We are also thankful to the following teachers who tried out the pilot materials and gave useful feedback: T.L. Krepskaya, T.V. Lychkovskaya, N.V. Rutkovskaya, E.V. Chekun, I.S. Rouzhevskaya, I.V. Zoubovich, M.M. Bekashova, I.A. Khrapun, T.I. Stefaniuk, N.A. Litvinkovich, E.V. Efimovich.

We are indebted to our families for their extreme patience, support and sharing interest in the project.

# SYLLABUS

	Units	Aim	Functions	Vocabulary	Grammar
<b>T E R M 1</b>	Unit 1. <b>Summer was fun!</b> (9 lessons)	Sharing summer memories. Developing friendship and understanding among children.	Talking about summer holidays. Describing a place. Writing a diary page. Interviewing people about their holidays.	A jellyfish, a pebble, seaweed, sand, the beach, to catch a crab, to find a shell, to take photos, to build a sandcastle, to write a diary, to make friends; a tent, stay, a hotel; a king, a queen, prison, a crown, a pearl, an elf; build – built, find – found, make – made, write – wrote, read – read, feed – fed, catch – caught, break – broke, spend – spent, put – put, hide – hid.	<i>There was / there were;</i> word order.
	Lesson 10. <b>Reader:</b> At the Seaside.				
	Unit 2. <b>Free time.</b> (13 lessons)	Making your free time worthwhile. Learning to overcome difficulties. Learning to value reading.	Talking about free time. Expressing opinion about free time activities. Expressing preferences in books. Giving personal information. Talking about collections.	Climbing a tree, dancing, playing the guitar, playing the piano, doing karate, doing gymnastics, skipping, flying a kite, painting, making model planes, playing table tennis, riding a bike, doing crosswords, doing jigsaw puzzles, playing board games; both; a pen-friend, also, because; hate; a poem, a fable, a fairy-tale, a comic book, a story about animals, an adventure story, a newspaper, a magazine; surname, age, address, telephone number; I don't understand, I don't know, I don't remember; teach – taught, can – could, learn – learnt; collection, collect; shells, pebbles, coins, stamps, badges, stickers, caps, calendars, dolls, model cars, postcards, books.	Verb patterns: like + <i>ing</i> -form, be good at + + <i>ing</i> -form, can + infinitive; play tennis; play the piano; object pronouns; possessive case of nouns.
Lesson 14. <b>Reader:</b> The Adventures of Tom Sawyer.					
<b>T E R M 2</b>	Unit 3. <b>Do you like TV?</b> (9 lessons)	Learning to be selective in choosing TV programmes.	Asking and telling the time. Talking about favourite TV programmes. Interviewing people about TV programmes. Talking about frequency of doing something.	The news, a quiz show, a nature programme, a music programme, a sports programme, a cartoon, a comedy, a horror film, a detective film, an action film, an adventure film, a romantic film; telling the time: quarter past six, half past six, ten to six.	Adverbs of frequency; prepositions of time: in, on, at; the Present Simple and the Present Continuous.
	Lesson 10. <b>Reader:</b> The History of Cartoons.				
	Unit 4. <b>Christmas is coming.</b> (9 lessons)	Comparing meals in Britain and Belarus. Learning about Christmas traditions.	Offering food. Accepting or rejecting offers politely. Talking about meals. Talking about quantity. Talking about celebrating Christmas.	Jam, toast, bacon and eggs, a sandwich, a biscuit, a roll, cornflakes, sugar, pepper, butter, honey, salt, a glass of juice, a cup of tea, a cup of coffee, a cup of cocoa; Would you like ... ? Yes, please. / No, thank you. Anything else? a stocking, a fireplace, a cracker, a Christmas card, a carol, an ornament, an angel, lights, presents, tinsel, to celebrate Christmas, to decorate a Christmas tree, to send Christmas cards, to hang stockings, to sing carols, to pull crackers, to get presents.	Countable and uncountable nouns; <i>a / some;</i> <i>some / any;</i> <i>how much,</i> <i>how many.</i>
Lesson 10. <b>Reader:</b> Christmas and New Year. / It's Christmas Time.					

	Units	Aim	Functions	Vocabulary	Grammar
T E R M 3	Unit 5. <b>City.</b> (13 lessons)	Learning to work with maps. Getting acquainted with places of interest in Minsk and London.	Describing location of buildings. Asking for and giving directions. Talking about necessity. Prohibition.	A cafe, a supermarket, the church, a bookshop, a post-office, a swimming-pool, a library, a bank, a bus station, the theatre, a museum, a cinema, a pet shop, a hospital, a road, a street, a bridge, a bus stop; Hyde Park, Trafalgar Square, the British Museum, the Tower of London, Buckingham Palace, the Houses of Parliament, the London Eye, a capital, a double-decker; Gorky Park, Pobeda Square, the Central Railway Station, the Troitskoye Suburb, the Circus, the Opera and Ballet House; healthy, unhealthy, modern, clean, dirty; drop litter, steal – stole.	Next to, opposite, behind, in front of, between; straight ahead, cross the street, turn left/right; along, past, over; <i>must/mustn't</i> ; dates.
	Lesson 14. <b>Reader:</b> Home, Sweet Home.				
	Unit 6. <b>Be healthy!</b> (9 lessons)	Learning healthy habits.	Describing common illnesses. Expressing sympathy. Giving advice on how to keep healthy.	An ear, an eye, a head, a mouth, a nose, teeth, a neck, a hand, fingers, an elbow, a stomach, an arm, a back, a shoulder, a leg, a knee, toes, a foot, a face, hair; a headache, earache, a stomach-ache, toothache; What's the matter?; a cough, a runny nose, a temperature, a sore throat, a cold; so; hurt – hurt, have got – had.	My leg <b>hurts</b> ; tooth – teeth, foot – feet; <i>should / shouldn't</i>
Lesson 10. <b>Reader:</b> The Little Boy's Secret.					
T E R M 4	Unit 7. <b>Our wonderful world.</b> (9 lessons)	Developing interest in other countries of the world.	Describing animals. Understanding and giving instruction how to get to some place. Talking about what they think will happen in the near future.	The world, a continent, Australia, Europe, North America, South America, Antarctica, Asia, Africa; grasslands, the jungles, deserts, a mountain, oceans; high, deep, dry, wet; a lizard, a panda, a kangaroo, a rhino, a camel, an ostrich, a polar bear, a cheetah, a koala, a dolphin, an octopus, a whale, a shark, an eagle, a penguin; a bee, a caterpillar, a bat, a fly, a spider, an ant; a field, a village, a hill, a lake, a cave, an island.	Into, out of, up, down, through, across; the structure 'to be afraid of'; this, these, that, those; the Future Simple (an action that will possibly happen).
	Lesson 10. <b>Reader:</b> Magpie.				
	Unit 8. <b>Countries and people.</b> (13 lessons)	Developing national identity.	Asking for and giving personal information. Giving a short description of Belarus. Talking about festivals and holidays. Asking questions about festivals and holidays.	The United Kingdom, the United States of America, Canada, Italy, Japan, Germany, Egypt, Mexico, India, France, Spain, Brazil, Belarus, Russia; Australian, Belarusian, Brazilian, British, Canadian, Egyptian, French, German, Italian, Japanese, Mexican, Russian, Spanish, American; Valentine's Day, Easter, Christmas, Halloween, New Year's Day, April Fool's Day; celebrate a holiday, invite guests, send cards, decorate a tree, paint eggs, light candles, watch a parade, make a cake, play jokes, pull crackers.	<i>Yes / No</i> and <i>wh</i> -questions (present and past).
	Lesson 14. <b>Reader:</b> The History of Thanksgiving.				
	Unit 9. <b>Travelling.</b> (9 lessons)	Developing interest in travelling and exploring the world.	Talking about their travel experiences. Comparing various means of transport.	A bicycle, a motorbike, a helicopter, a ship, a plane, a bus, a car, a train, a hot-air balloon, a boat; comfortable, uncomfortable; a railway station, a bus station, an airport, a port, a garage	By bicycle, from ... to ...
Lesson 10. <b>Reader:</b> A Wonderful Trip to the Rainforest. / My Magic Shell.					

# UNIT 1.

# SUMMER WAS FUN!

By the end of the unit pupils will be able to:

- talk about their last summer holidays
- describe a place they saw in the past
- write a diary page
- interview people about their holidays

## LESSONS 1–4. WHERE DID YOU GO IN THE SUMMER?

### LESSON 1

<b>Aim</b> To present and practise new vocabulary	<b>Vocabulary</b> A jellyfish, a pebble, seaweed, sand, the beach, to catch a crab, to find a shell, to take photos, to build a sandcastle, to write a diary, to make friends	<b>Grammar</b>
<b>Pronunciation and phonics</b> Silent letters	<b>Recycling</b> <i>There's / there are,</i> to go swimming, to go sunbathing, to go fishing, to go to the country/ seaside/ river/ mountains, to go to summer camp	<b>You will need</b> Flashcards “At the seaside”, real life objects (a shell, a pebble, a diary, a photo; photos of people at the seaside)

#### 1. Warm-up

T: *Hello! How are you? Did you like your summer holidays? Let's see where you went in the summer.* Take the flashcards (the country, a summer camp, mountains, the seaside) or draw simple pictures on the board and show them to the class to remind them of last year's vocabulary.

#### PB, ex. 1

Read the exercise together and invite pupils to ask you the questions from the exercise. Give short answers or a little more information. Then pupils ask each other questions in pairs. Sum up the exercise by saying: *Who went to the country?* Pupils who went to the country put up their hands. Put the flashcard on the board and write the number of the pupils next to it. Then repeat the procedure with the other words. T: *Who went to summer camp / to the mountains /to the seaside?* Put the flashcards on the board and write the number of the pupils who went there in the summer next to them. Sum up what place was the most popular.

#### 2. Vocabulary presentation and practice

##### Presentation

Present the vocabulary using the flashcards and real objects. Take the flashcard/ photo of the seaside.

T: *In summer some people go to the seaside. It's warm. It's sunny. In the morning they get up and go to the beach. What can they see on the beach? **The sea, the sand, shells, pebbles.** What can they see in the sea? **Jellyfish, crabs, seaweed, fish.** I'm on the beach. I'm walking. I stop. **I find a shell.** What can you find on the beach? What do people do on the beach? They go sunbathing, go swimming, **build sandcastles, catch crabs, take photos, make friends or write a diary.***

Go through the vocabulary in the same order and use gestures for every word or phrase, e.g. 'the sea' – make waves with your hand, 'the sand' – show how the sand goes through your fingers, 'the shell' – pretend that you are listening to the shell, etc. Encourage children to repeat the words and

the gestures. Make sure you use the same gestures and keep the same order at this stage.

### Practice

Ask pupils different questions using the new vocabulary.

T: *Did you take photos in the summer? Did you write a diary? Did you catch crabs? Did you go swimming? Etc.* P: *Yes, I did. / No, I didn't.*

### PB, ex. 2A

Pupils read the picture dictionary together, in pairs and individually. You read a word or phrase from the exercise and pupils show it. Then you show a gesture and pupils read out the word from the dictionary. You can read the vocabulary in different voices and with different emotions and invite pupils to repeat, e.g. 'the sea' – your voice shows how you enjoy swimming in the sea, 'a jellyfish' – your voice shows how unpleasant it is to touch, etc.

### PB, ex. 2B

Write the model sentences on the board and ask: *How many jellyfish are there? How many boys are there?* Highlight the forms 'there's' and 'there are' using coloured chalk. Give some time for pupils to make sentences and then have a competition. The pupil who says the last sentence is the winner.

### PB, ex. 3

Write the verbs 'find', 'write', 'build' and 'catch' on the board. Then try to match them to every noun in the exercise: *Can you find a fish? Can you find a letter?* Etc. Allow pupils to play with the phrases but the suggested collocations are: find a letter/a pebble, write a letter/homework, catch a fish/a ball, build a house. This type of exercise helps children to understand the verbs which are more abstract than the nouns in this lesson.

### 3. Poem "At the seaside" (PB, ex. 4)

T: *Some people write poems in summer. Do you like poems? Can you write poems? Listen to the poem. Why does the girl like summer holidays? What does she do?*

Tapescript (in PB)

➔ **Key:** She has some fun, swims, jumps, plays, runs, goes to the beach, builds sandcastles, makes new friends.

### Pronunciation

Make sure pupils reduce the sounds in 'I have [həv] some fun' and pronounce linking [r] in 'I hope that summer never ends'.

Pupils read the poem together and follow the rhythm. Then children read in pairs and individually.

### 4. Moving activity (Please stand up!)

Give out the flashcards with the new vocabulary to pupils and ask them to stand up and sit down if they hear their word. Tell or read the story: *Last summer I went to the beach. The sea was warm and there were a lot of people on the beach. I played on the sand, my daughter made a big sandcastle. I took a photo of the sandcastle. Then I saw a crab, it was a very big crab. I don't like crabs. I went swimming. The seaweed was so beautiful in the water. Ouch! A jellyfish! Go away, jellyfish! In the evening I wrote a diary. In the diary I wrote: in the morning I went to the beach, etc.*

### 5. Workbook activities



#### Ex. 1

Pupils underline the silent letters in the words. Then they listen to the cassette and check. Check together: pupils read the words and say which letters are silent.

Tapescript (in WB)

➔ **Key:** build, a castle, a sandcastle, write, walk.



#### Ex. 2

T: *'beach', what sound?* P: [i:]. Write it on the board.

T: *'head', what sound?* P: [e]. Write it on the board too. Tell pupils the letter secret: two letters "ea" are read in a different way in different words. We should remember them or use a dictionary. Ask pupils to tick the matching sounds in the tables. Then they listen to the cassette and check. Check together: pupils pronounce the sound. Then they practise reading the words in pairs.

Tapescript (in WB)

#### Ex. 3

Draw pupils' attention to the pronunciation symbols and read them together. Do the first matching together. Then pupils match the transcriptions to the pictures in pairs.

➔ **Key:** G, E, D, A, H, C, B, F.

### 6. Round-up

T: *What's your favourite word in today's lesson?*

#### Homework

PB, ex. 2A, 4; WB, ex. 4, 5.

## LESSON 2

<b>Aim</b> To present and practise grammar; to develop listening and reading skills (listening and reading for gist)	<b>Vocabulary</b> Build – built, find – found, make – made, buy – bought	<b>Grammar</b> <i>There was / there were</i>
<b>Pronunciation and phonics</b> Reduction: was [wəz], were [wə] Sounds: [t],[d],[ɪd]	<b>Recycling</b> The verb <i>to be</i> in the present and in the past	<b>You will need</b> Flashcards “At the seaside”, flashcards with irregular verbs, an alphabet poster, cards with the verb <i>to be</i> : am, is, are, was, were; things from the bag, slips with words

### 1. Warm-up

- Poem “At the seaside”.
- Write the poem on the board. Listen to it and read it together and individually. Then rub out some of the words and ask pupils to read the poem. Keep rubbing out the words until children learn the poem.
- Sight reading of the vocabulary.
  - Revise the alphabet.
  - ‘Read my lips’.
- Say the vocabulary words with your lips but without making any sound. Pupils try to guess the words.
- ‘Guess my word’.
- Spell one of the words, e.g. *b-e-a-c-h* and pupils guess it: *beach*, etc. Then pupils spell the words and guess them in pairs.

### 2. Checking homework

### 3. Shell story (PB, ex. 5A)

T: *Look at the picture. It's a lesson. It's a special lesson. Children show something and speak about their summer holidays. What's the teacher's name? (Mrs Bell.) What are the children's names? (Maggie, Steve, Tom.) Write the characters' names on the board. What can you see on the table? (A shell, a box, a photo, a T-shirt, a frog, etc.) Listen to the cassette. Whose things are they?*

#### Tapescript

Mrs Bell: Hello, boys and girls.  
 Pupils: Hello, Mrs Bell.  
 Mrs Bell: Today is your first school day. I'm glad to see you all. Did you enjoy your summer holidays?  
 Pupils: Yes!

Mrs Bell: Today we have a “Show and tell” lesson.  
 Pupils: Hooray!  
 Maggie: Mrs Bell, what can you show? What can you tell?  
 Mrs Bell: I went to the mountains. There was a lot of snow. The weather was sunny. Now I can ski very well. Look! I can show you a photo!  
 Tom: Mrs Bell can ski!  
 Mrs Bell: Tom, what can you show? What can you tell?  
 Tom: In the summer I went to Disneyland in Paris. That was cool! There were lots of rides there. My dad bought me a T-shirt at the gift shop. Look!  
 Steve: A T-shirt! From Disneyland!  
 Mrs Bell: Thank you, Tom. Maggie, what can you show? What can you tell?  
 Maggie: In July I went to the seaside. I built sandcastles and went swimming. The sea was great! There were lots of pebbles and shells on the beach. One day I found a big shell. Look!  
 Mrs Bell: Oh, it's beautiful! Thank you, Maggie. Now, Steve, what can you show? What can you tell?  
 Steve: I enjoyed my holidays very much. I went to summer camp. That was fun! I made a lot of friends. Look! I can show you a box. My friend is in it.  
 Maggie: A friend in a box? Ha-ha-ha!  
 Steve: It's ... a frog!  
 Pupils: A-a-ah!

➤ **Key:** Mrs Bell's photo, Maggie's shell, Tom's T-shirt, Steve's frog.

### 4. Reading (PB, ex. 5B)

Draw pupils' attention to the letters A, B, C, D and ask them to match the letters to the people: *Who is speaking?*

➤ **Key:** A – Mrs Bell, B – Tom, C – Maggie, D – Steve.

### PB, ex. 5C

Write the verbs 'find', 'build', 'buy', 'make' on the board. Pupils find their past forms in the text and write them on the board. Practise their pronunciation. Read the questions from the exercise together and ask children to give you full answers. Show the first question as a model: 1. *What did Tom's dad buy for his son?* P: *A T-shirt.* T: *Make the sentence.* P: *His dad bought a T-shirt at the gift shop.* Now pupils work in pairs and then check the exercise as a whole class.

### Shared reading

4 roles: Mrs Bell, Maggie, Steve, Tom. Ask pupils to read in groups of four. Walk around the classroom and help if necessary.

## 5. Grammar presentation and practice

### Presentation

Put different things on the table.

T: *Look! I bought these things on holiday. What is there on the table?*

P: *There's a book on the table. There are two pencils on the table.* Etc.

Ask pupils to memorize the things. Then put the things in the bag.

T: *What was there on the table?*

P: *There was a book on the table. There were two pencils on the table.* Etc.

Write the first two sentences on the board. Make gaps as follows:

*There ... a book on the table.*

*There ... two pencils on the table.*

Children help you to complete the sentences. Ask them: *Why 'was'?* Ps: *One book.* T: *Why 'were'?* Ps: *Two pencils.*

### Practice

#### PB, ex. 6

Pupils read the grammar secret. Make sure they reduce the forms 'was' [wəz], 'were' [wə] when they are not stressed.

#### PB, ex. 7

Read the model together and monitor the pronunciation. Now pupils can work in pairs and then check as a whole class.

## 6. Speaking

Write words from exercise 5A on separate slips of paper and clip them together in groups.

Mrs Bell: went, mountains, snow, sunny, ski, photo, look, show.

Tom: Disneyland, Paris, rides, bought, a T-shirt, the gift shop, look.

Maggie: the seaside, sandcastles, swimming, pebbles, shells, the beach, found, look.

Steve: went, summer camp, fun, friends, show, a box, a frog.

Children work in 4 groups. Using the words, they make 'Show and tell' presentations for their characters.

## 7. Moving activity (Sit on the right chair)

Attach 'am', 'is' and 'are' flashcards to the backs of the three chairs so that children can sit on the chairs. Children stand in 2 (or 3 if there are many of them) columns, ready to run. When you say a pronoun or a noun (e.g. 'he'), the first pupils in the columns need to run and sit down on the right chair ('he' agrees with 'is', so they need to sit down on the 'is' chair). The pupil who sits down first, scores a point for his team. Repeat the same game with 'was' and 'were'.

## 8. Workbook activities



### Ex. 6

Pupils do the exercise individually, then listen to the cassette and check.

Tapescript (in WB)

### Ex. 7

### Ex. 8

Teach pupils to read the gapped texts first to understand the meaning of the whole text. You can ask comprehension questions: *Where did the children go? Did they like it?* Show pupils where to find irregular verbs (PB, p. 164) if they don't remember them.

➔ **Key:** went, was, were, made, ate, listened, enjoyed.

## 9. Round-up

Write on the board: *There were lots of ...*

Ask pupils to remember what there was in the place where they spent their summer holidays and make up true sentences.

P: *There were lots of people. There were lots of shells.* Etc.

### Homework

PB, ex. 5A, 6, 8 (children prepare for a 'Show and tell' lesson – they bring something to show and speak about their summer holidays); WB, ex. 9 (**Key:** one armchair, one table and a picture of the sea are missing), 10.

## LESSON 3

<b>Aim</b> To develop speaking skills (speaking about a past event)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> Vocabulary on “Summer holidays” and “Amusement park”; wear – wore	<b>You will need</b> Flashcards “At the seaside”, flashcards with irregular verbs, dice (one for each group of pupils)

### 1. Warm-up

- Poem “At the seaside”.
- Sight reading of the vocabulary and irregular verbs.

Divide children into 5 groups: ‘people’, ‘animals’, ‘weather’, ‘clothes’, ‘games’. Say: *If you hear a word from your group, stand up.*

T: *Parents, a sweater, sunny, granny, friends, cows, dinosaurs, etc.* Give words from PB, ex. 9 at random.

### 2. Checking homework (Show and tell)

T: *Today we’re having a ‘Show and tell’ lesson. What can you show? What can you tell?*

Write these two questions on the board and invite pupils to put them to each child who is going to tell a story. You may write the beginnings of sentences on the board: *I went to ... I wore ... I played ... I found ... I bought ... The weather was ... There were lots of ...*

### 3. Moving activity

You tell a story and pupils accompany it with movements.

T: *Stand up. It’s summer. It’s sunny. You go to the beach. You hear the sea. The sea is beautiful. You take off your shoes. Ouch! The sand is hot! You build a sandcastle. You take some pebbles and some shells and put them into the sandcastle. You’re hot. You buy an ice-cream. Oh, it’s raining. You put on your shoes and run home. What’s this? Oh, no! There’s a crab in your shoe. A-a-ah!*

### 4. Board game (PB, ex. 9)

Children play in groups so for this game you will need a dice for each group of pupils. Read the rules and then demonstrate how to play. T: *Number 1. Last summer I went to ...* Throw the dice. For example,

there are three dots on it. Say: *Look at the first list. What’s number 3? We went to the jungle.* Throw the dice again. For example, there are five dots on it. Say: *Look at the second list. What’s number 5? I went there with my pet.* Throw the dice again. For example, there are six dots on it. Say: *Look at the third list. What’s number 6? The weather was snowy.* As a result children make up a funny story about their holidays.

Give pupils the dice and invite them to play this game throwing the dice in turn. Walk around the class and help if necessary. At the end ask the groups to tell their stories or to answer your questions, e.g. *What did you eat when you were on holiday? Who did you go on holiday with?* Etc.

### 5. Workbook activities

#### Ex. 12

Pupils do this exercise in their exercise-books. Then check all together.

#### ➔ Key:

There was a shell on the chair.

There’s a pebble on the chair.

There was a bag under the table. There are shoes under the table.

There were shoes under the chair. There’s a shell under the chair.

There were pebbles on the carpet. There’s a bag on the carpet.

There was a photo on the table. There are two photos on the table.

### 6. Round-up

Check whether children remember each other’s stories: *What did Sasha show? What did Anna show?* Etc.

#### Homework

WB, ex. 11, 13.

## LESSON 4

<b>Aim</b> To present and practise grammar, to develop writing skills (writing a diary)	<b>Vocabulary</b> Good – better – the best, bad – worse – the worst. Write – wrote, read – read, feed – fed, catch – caught, break – broke, swim – swam, ride – rode	<b>Grammar</b> Word order
<b>Pronunciation and phonics</b>	<b>Recycling</b> Past Simple	<b>You will need</b> Flashcards with irregular verbs, a bag and a diary

### 1. Warm-up

- Hangman game.

Revise the alphabet. Write \_ \_ \_ \_ \_ on the board. Tell the pupils this is a secret word. Ask a pupil to say any letter of the alphabet which he thinks there is in the word. If the pupil guesses the letter, write it above the appropriate dash. The same pupil goes on guessing letters. If there isn't such a letter, write this letter somewhere at the side of the board for pupils to see it and not to say it again. Draw one line of the Hangman picture. The next pupil says another letter. Pupils win if they have guessed the word before you have finished the picture. In this lesson use any of the vocabulary words for it, e.g. 'shell'.

write 'subject'. *What did she do? (caught a crab)* 'caught' is a verb. *What did she catch?(a crab)* 'a crab' is an object. Write the scheme on the board: *Subject+verb+object*. Say that in English it is important to follow this order. If you don't do that, you might make funny sentences. T: *Look at number 2. Who caught Maggie? (a crab)*

#### Practice

##### Make a sentence

Give out flashcards with words. Children walk around and make sentences, standing in a line. E.g. *Jack, a banana, ate, read, a book, Robert*. Children can make sentences that make no sense: *Robert ate a book*. Etc.

### 2. Checking homework

### 3. Reading (PB, ex. 10)

T: *I've got something in my bag. Guess.* Ps: *Have you got a shell?* Etc. T: *I've got a diary. In the summer Maggie wrote a diary. Number 1, what's the day?(Thursday.) What's the date? (The eleventh of July.) Number 2, what's the day? (Saturday.) What's the date? (The thirteenth of July.)* Write two words on the board: 'the best' and 'the worst'. Use your voice and synonyms to demonstrate the meaning: *The best; very, very good. The worst; very, very bad.* Read the two pages of Maggie's diary. *Which day is the best? Which day is the worst?*

### 4. Grammar presentation and practice (PB, ex. 11)

#### Presentation

Copy the two sentences from the grammar secret to the board. Pupils look at the pictures and read the sentences. T: *Sentence 1. Who caught the crab? (Maggie.)* Underline the word 'Maggie' and

### 5. Moving activity (Miming time)

Give pairs of sentences to children and ask them to mime the sentences. Demonstrate with the example from the grammar secret: *Maggie caught a crab – you are Maggie, catching a crab as shown in the picture.* Then you mime a crab, trying to catch Maggie. Ideas for miming:

1. Peter rode a horse.
2. Mary fed a cow.
3. Jack ate a banana.
4. Robert read a book.

### 6. Writing (PB, ex. 12)

Pupils match the phrases to the pictures. Practise pronunciation of the irregular verbs. Ask pupils to put the phrases in the past form: *To ride a bike ...* Ps: *Rode a bike*, etc. Then children work in groups and write their version of Steve's diary. Put their work up on the walls. Children walk around and compare. They can choose the best page.

### 7. Workbook activities

#### Ex. 14

Children match the sentences to the pictures.

➔ **Key:** 1D, 2F, 3C, 4B, 5E, 6A.

**Ex. 15**

Children do the exercise in pairs and then check as a whole class.

➔ **Key:** 1b, 2a, 3a, 4b, 5a.

**8. Round-up**

T: *Do you write a diary?*

**Homework**

PB, ex. 11, 13; WB, ex. 16, 17 (**The key:** a jellyfish).

## LESSONS 5–8. THE MAGIC SHELL

### LESSON 5

<b>Aim</b> To practise vocabulary and grammar, to develop listening skills (listening for gist)	<b>Vocabulary</b> A tent, stay, a hotel	<b>Grammar</b>
<b>Pronunciation and phonics</b> Past forms of regular verbs [t], [d], [ɪd] Intonation of <i>yes/no</i> questions	<b>Recycling</b> Past Simple (negatives and questions)	<b>You will need</b> Flashcards with regular and irregular verbs, flashcards with [t], [d], [ɪd] (make them yourself)

**1. Warm-up**

- Sight reading of the irregular verbs. Show the first form of a verb, pupils read it and say the second form. Then turn over the flashcard for pupils to check.
- ‘Teachers and pupils’.

Pupils work in pairs. Give different sets of flashcards with regular and irregular verbs. One child is a ‘teacher’, he/she shows the infinitives, the other child is a ‘pupil’, he/she gives the past form. The ‘teachers’ can look at the other side of the flashcard to check the answer. After a while, pupils exchange the sets and swap the roles.

**2. Checking homework**

**3. Grammar practice**

Copy the following table on the board:

feed ride read build catch pick write make take stay	crabs, fish, ducks, a horse, a bike, at a hotel, in a tent, books, a diary, photos, a fire, berries, mushrooms, a sandcastle, soup
---	--

Check pupils’ understanding of the verbs by asking them to make combinations, e.g. ‘feed crabs’ – possible, ‘ride crabs’ – possible in the Shell Kingdom, ‘read a diary’ – OK, etc.

**PB, ex. 1A**

Children work in pairs and match the phrases to the pictures.

➔ **Key:** 1E, 2D, 3F, 4A, 5B, 6G, 7H, 8C.

**PB, ex. 1B**

Pupils work in pairs. They ask each other 8 questions using exercise 1A and model 1. Then they report the most interesting facts to the whole class using model 2.

**PB, ex. 2**

Write these sentences with gaps on the board and ask pupils to complete them:

+ I ... a diary last summer.

– I ... a diary last summer.

? ... you ... a diary last summer?

T: *Are the sentences about present or past? (past) How do you know? (last summer). Read the positive/ negative/ question forms.*

Make a scheme for every sentence:

S+V2...

S+ didn’t+ V1 ...

Did+ S + V1 ...?

**Note.**

S = subject, V1 = infinitive, V2 = the past form of the verb.

Refer to the schemes when demonstrating practice exercises and correcting mistakes.

Pupils read the grammar secret. Make sure their intonation of *yes/no* questions is right: the voice goes up.

**PB, ex. 3**

T: *Who can you see in the picture? What can you see?* Read the text about Maggie's family. *Is it correct?* Then pupils correct the sentences in pairs and check as a whole class.

**4. Moving activity**  
(Interview your friends)

**PB, ex. 4**

Write the task for every pupil on a slip of paper. They need to put their questions to every classmate using model 1. If the answer is positive, they put a tick, if the answer is negative, they put a cross. Then they report to the whole class, using model 2.

**Option (Sit on the right chair)**

Put the flashcards with [t], [d] and [ɪd] on three chairs. Children stand in 2 (or 3 if there are many children) columns. You say a verb, e.g. 'walk', the first children in every column have to run and sit on the right chair, e.g. [t]. The pupil who sits down first on the right chair scores a point for his/ her team.

**Option (Guessing game)**

Ask one pupil to go to the board and to mime an activity he did last summer. The rest of the class should guess it.

P: *Did you catch a jellyfish last summer? Did you go sunbathing last summer?* Etc.

The pupil who has guessed the activity goes to the board and continues the game.

**5. Workbook activities**



**Ex. 1A**

**Tapescript**

Interviewer: Hello, Tom. Did you have good summer holidays?

Tom: Oh yes, I did!

Interviewer: What did you do?

Tom: Well, my parents bought me a new bike! I rode it every day!

Interviewer: Really? Did you do anything else?

Tom: Not much, I read some books, but not many.

Interviewer: I see. What about you, Helen? What did you do?

Helen: I went to the seaside.

Interviewer: Where did you stay? At a hotel?

Helen: Yes, it was right on the beach. One day I caught a crab!

Interviewer: Was it big?

Helen: Yes, very big. I took a photo of it. Look!

Interviewer: Well, it is big!

**Key:**

Tom rode a bike and read books. Helen stayed at a hotel, caught a crab and took photos.

**Ex. 1B**

Pupils write sentences about Tom and Helen. Walk around and monitor their work.

**Ex. 3**

Refer to the scheme of *yes/no* question on the board if necessary.

**6. Round-up**

T: *Where did you stay on holiday? At a hotel, in a tent, with your friends, granny, etc.?*

**Homework**

PB, ex. 2; WB, ex. 2, 4 (**Key:** Maggie found a shell, she didn't find a crab; Mrs Bell went to the mountains, she didn't go to the seaside.)

**LESSON 6**

<p><b>Aim</b> To practise grammar, to develop reading skills (reading for gist and details)</p>	<p><b>Vocabulary</b> Spend – spent, teach – taught, know – knew</p>	<p><b>Grammar</b></p>
<p><b>Pronunciation and phonics</b> Sounds [w], [h], [ɜ:], [ɔ:] Intonation of <i>wh</i>-questions</p>	<p><b>Recycling</b> Past Simple (<i>wh</i>-questions), question words</p>	<p><b>You will need</b> Flashcards with irregular verbs, flashcards with question words, an envelope, music</p>

## 1. Warm-up

- Snowball game.

Pupils write one positive and one negative sentence about their summer holidays. In the first round they say their positive sentence. P1: *I rode a bike.* P2: *Alex rode a bike. I built sandcastles.* Etc. In the second round pupils use their negative sentences. P1: *I didn't go to the seaside.* P2: *Alex didn't go to the seaside. I didn't ride a horse.* Etc.

## 2. Checking homework

## 3. Reading (PB, ex. 5A)

T: *Look at the picture. What can you see? (A castle.) The castle is in Devon ['devn]. Read Ellie's story about her summer holidays and answer the question: 'Who lives in the castle?'*

➤ **Key:** Ellie's Auntie Susan and the ghost of the White Lady.

### PB, ex. 5B

Pupils read the story again and answer the questions. They can do this exercise in their exercise-books. Pupils check their answers first in pairs, then as a whole class.

➤ **Key:** 1b, 2c, 3b, 4a, 5b, 6c.

## 4. Grammar practice

Read the question words on the flashcards. Say: *They are question words.* Write these two sentences with gaps on the board and complete them together with pupils:

*I ... to summer camp.*

*... .. you go? – In June.*

Make the scheme of the sentences:

S + V2 ...

[Wh] + did + S + V1 ...?

### Note

S = subject, V1 = infinitive, V2 = the past form of the verb, [Wh] = question word.

### PB, ex. 6

Pupils read the grammar secret and ask more questions about Ellie. Make sure their intonation of *wh*-questions is right – the voice goes down.

### PB, ex. 7A

Read the questions together and then pupils match them to the answers. Demonstrate the first question to the whole class.

➤ **Key:** 1D, 2A, 3B, 4F, 5C, 6E.

### PB, ex. 7B

Pupils work in pairs and ask each other the questions from exercise 7A. Then they report the most interesting facts to the whole class.

## 5. Poem "Six honest serving men"

### PB, ex. 8

T: *Look at these funny men. What are their names? (What, Why, When, How, Where, When.) Rudyard Kipling, a great English writer, wrote a poem about these six words. He called them six honest serving men.*

Pupils listen to the poem and answer the question: 'Why did R. Kipling call these six words serving men?'

Tapescript (in PB)

➤ **Key:** Because they help us to ask questions and to learn new things.

### Pronunciation

[w] – *what, why, when, where.*

[h] – *who, how.*

[ɜ:] – *servicing, serving men, honest serving men, six honest serving men.*

[ɔ:] – *taught, all, taught me all I knew.*

Play the cassette again. Pupils listen and follow the lines.

### Shared reading

Pupils read together with the teacher, then in pairs and individually.

## 6. Moving activity (Pass the envelope)

Put the flashcards of the question words into an envelope. Children stand in a circle. You start the music and they pass round the envelope. When the music stops, the pupil who has the envelope, takes one word and makes up a question with it. Start the music again and go on with the game.

## 7. Workbook activities



### Ex. 5

Pupils tick in the table, then listen and check their answers.

Tapescript (in WB)

**Ex. 8**

➤ **Key:** When did you go there? Who did you go there with? Where did you stay? What did you do? Did you make any friends?

**Ex. 6**

➤ **Key:** 1 – How, 2 – Where, 3 – When, 4 – Who, 5 – What, 6 – Why.

**8. Round-up**

T: *What's your favourite question word? What questions can you ask?*

**Homework**

PB, ex. 5A, 6, 8 ; WB, ex. 6, 7.

**LESSON 7**

<b>Aim</b> To develop listening skills (listening for gist and details) and speaking skills (interviewing people)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Sounds [w], [h], [ɜ:], [ɔ:]	<b>Recycling</b>	<b>You will need</b> Flashcards of question words, pictures of celebrities

**1. Warm-up**

- Poem “Six honest serving men”. Write this poem on the board beforehand. Practise the sounds and difficult lines from the poem and then ask children to read it aloud. Rub out one word in each line and ask pupils to read the poem. Then rub out some more words and ask pupils to read. Repeat the same procedure until there are no words on the board.
- ‘Ask me a question’. Take the flashcards of question words. Show one card and invite children to ask you any questions which begin with this word. Give natural answers. Move to another word when children run out of questions.

**2. Checking homework** **3. Listening (PB, ex. 9A)**

Pupils look at the picture and say what they remember about Auntie Susan as they read about her castle in the text. Her full name is Lady Wessex and she is very rich. Now a TV reporter is interviewing her about her summer holidays. Pupils listen to the interview and answer the question: *Why does she like summer?*

*Tapescript*

Host: Hello, friends! Welcome to the show “Stars in Summer.” Today our guest is one of the richest women in the world, Lady Wessex!

Host: Good evening, Lady Wessex.

Susan: Good evening.

Host: Do you like summer?

Susan: Yes, I do. It's warm and sunny. I love the sun.

Host: Where did you go last summer?  
Susan: Last year I went to the seaside.  
Host: Who did you go there with?  
Susan: With Tutsi.  
Host: Tutsi? Who's Tutsi?  
Susan: Ha-ha-ha! Tutsi is my dog.  
Host: Oh it's a lovely dog!  
Susan: Thank you. I always take her with me.  
Host: I see. Where did you stay?  
Susan: At a lovely hotel.  
Host: When did you go to the beach?  
Susan: Every morning.  
Host: Aha. How did you spend your evenings?  
Susan: I went for a walk with Tutsi.  
Host: Now, the last question. Can I take my photo with you?  
Susan: Yes, of course!

➤ **Key:** Because it's warm and sunny in summer.

**PB, ex. 9B**

Pupils write the reporter's questions in their notebooks. Walk around and monitor them. After that, check the questions as a whole class.

**PB, ex. 9C**

Pupils answer the questions in pairs. Then listen to the cassette again and check their answers.

**4. Speaking (PB, ex. 10)**

Pupils role-play an interview with a pop star or a film star in pairs. They can use the names of real or imaginary stars and the questions from exercise 9B (you can give out the pictures of celebrities). You can ask two or three pairs to act out their dialogues in front of the class. As follow-up they can also tell you some interesting facts about their star.

### 5. Shell story (PB, ex. 11)

This is the first story which introduces the new storyline of this book. Pupils look at the picture and get as much information as they can. T: *Who is that boy? Who are the monsters behind the tree?* Etc. Then they listen and answer the question.

Tapescript (in PB)

➔ **Key:** He's from the Shell Kingdom.

#### Shared reading

3 roles: Maggie, Steve and Kevin. They read the conversation in groups of three, choosing the roles themselves. Monitor their pronunciation.

### 6. Workbook activities

#### Ex. 11

Pupils do this exercise individually, then check in pairs and finally all together.

#### Ex. 12

Give them some time to think about the sentences, and do the exercise as a whole class.

### 7. Round-up

T: *Why did Kevin ask for help?*

#### Homework

PB, ex. 11 ; WB, ex. 9, 10 (**Key:** spent, stayed, was, went, swam, taught, helped, fed, wrote.)

## LESSON 8

<b>Aim</b> To develop speaking skills (telling a story, interviewing people)	<b>Vocabulary</b> Put – put, hide – hid; a king, a queen, a prison, a crown, a pearl, an elf – elves	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Flashcards with irregular verbs, the flashcard of Kevin

### 1. Warm-up

- Poem “Six honest serving men”.
- Sight reading of irregular verbs.
- Bingo .

Pupils make a grid for 9 words and write any irregular verbs in the past form.


Take out the flashcards in any order and read the infinitives. If pupils have these verbs in the past, they read them to you and cross them out. When they have crossed out all the verbs, they shout: *Bingo!* and they win.

### 2. Checking homework

### 3. Shell story (PB, ex. 12A)

Pupils recollect what they remember about Kevin. (*He's from the Shell Kingdom, he's an elf, he needs help.*)

Go through the pictures of the exercise: *This is Kevin's father, the king, etc.* Pupils read and listen to Kevin's story and put the pictures in the correct order.

Tapescript (in PB)

➔ **Key:** E, D, A, C, B.

#### PB, ex. 12B

Pupils read Kevin's story again and answer the questions in pairs. Check as a whole class.

### 4. Speaking (PB, ex. 13A)

Pupils give you the past form of the verbs. Ask them to make a sentence from the story using the verb you say.

#### PB, ex. 13B

Pupils work in pairs. They prepare Kevin's story, changing one fact in it, e.g. *The elves rode jellyfish.* They tell their story to another pair (or whole class), who listen and then say what was not correct.

### 5. Interview (PB, ex. 14)

Say to children that they are going to interview Kevin. Ask them to prepare their questions using

the prompts from the exercise. If they write the questions in their notebooks, you can walk around and monitor them. Invite one pupil to be Kevin and children ask him their questions.

**Option**

Children can work in pairs, one of them is Kevin and the other one is the interviewer.

Demonstrate the first one: *She found a magic shell in the sea. Did she find it in the sea? She didn't. She found it on the beach.* Correct the fact on the board. Children work in pairs. Then check together as a whole class.

➔ **Key:** not from Belarus – from Britain, not a man – a boy, not Whoozieland – the Shell Kingdom, not a monster – an elf.

**6. Workbook activities**

**Ex. 13**

Pupils work in pairs.

**Ex. 14**

Copy the exercise to the board and give some time for children to find factual mistakes in the text.

**7. Round-up**

T: *What do you know about Kevin?*

**Homework**

PB, ex. 12A ; WB, ex. 15, 16 (**Key:** happy, played, crabs, sandcastles, Kevin's, ran), 17.

**LESSON 9**

<b>Aim</b> To test vocabulary and grammar/ speaking	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The tests

Choose one of the tests: Vocabulary and Grammar test 1, Speaking test 1.

**LESSON 10 (READER: AT THE SEASIDE)**

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader

**1. Warm-up**

Speak about going to the seaside: *Do you like going to the seaside? What can you do there? Do dogs like going to the seaside? What can dogs do there?* Etc.

**2. Wordbank (Reader, ex. 1, 2)**

Ask concept questions to check understanding of the vocabulary: *When do children cry? (When they have problems.) Can cats bark? (No.) What animals can bark? (Dogs.) Where can you see a boat? (At the seaside, on the river, on the lake.) Can you see big waves in the river? (No.) Where can you see big waves? (In the sea.) Why is Batman a hero? (He helped people.)*

**3. Reading for gist (Reader, ex. 3)**

Pupils look at the characters of the story and read the captions. Read the questions together and ask children to predict the answers. The first answer is obvious, while the second question has more room for prediction. Then children listen, read silently and answer the questions.

➔ **Key:**

- To the seaside.
- The dog saved Ben's boat and Lucy's doll.

**4. Reading for details (Reader, ex. 4-6)**

**Ex. 4**

➤ **Key:**

2. Dad went to buy some ice-cream.
8. Dad gave Risha some ice-cream.
7. Risha took the boat with the doll.
1. One day the children made a sandcastle.
5. Ben ran to his mum.
6. Risha jumped into the water.
3. A big wave washed the sandcastle into the sea.
4. Lucy started to cry.

**Ex. 5**

➤ **Key:**

1. Lucy collected pebbles and shells.
2. Ben played with a toy boat.

3. Lucy played with her little doll Alice.
4. Risha played with plastic bottles.
5. Risha saw a big jellyfish.
6. Risha ate the ice-cream.

**Ex. 6**

- **Key:** Across. 1. shells, 2. dress, 3. flag, 4. sandcastle, 5. jellyfish, 6. sailed, 7. wave; Down. 1. seaside.

5. Round-up (Reader, ex. 7)

# UNIT 2.

# FREE TIME

**By the end of the unit pupils will be able to:**

- say what they and their friends do in their free time
- express their opinions about free time activities
- express their preferences in books
- give personal information
- talk about their collections

## LESSONS 1–4. I'M GOOD AT DANCING!

### LESSON 1

<b>Aim</b> To present and practise vocabulary and grammar	<b>Vocabulary</b> Climbing a tree, dancing, playing the guitar, playing the piano, doing karate, doing gymnastics, skipping, flying a kite, painting, making model planes, playing table tennis, riding a bike, doing crosswords, doing jigsaw puzzles, playing board games; both	<b>Grammar</b> Verb patterns: like + <i>ing</i> -form, be good at + <i>ing</i> -form; play tennis, play the piano
<b>Pronunciation and phonics</b> Sound [ŋ] Letter secrets: g=[g], g=[dʒ]	<b>Recycling</b> The verb 'can'	<b>You will need</b> Flashcards with free time activities, real life objects (a crossword, a skipping rope, a board game, a dice, a table tennis ball, some pieces of a jigsaw puzzle, a painting brush, etc.) in a bag; a ball

#### 1. Warm-up

Introduce the topic by writing 'Free time' on the board: *Free time, no school. Some people read books, some people watch TV. Some people have hobbies.*

#### 2. Vocabulary presentation and practice

##### Presentation

Start taking the objects out of the bag, eliciting their names from pupils. If they don't know the word, just say it yourself. T: *What do you like doing*

*in your free time?* Introduce the target word combinations of the lesson using the flashcards. Arrange all the flashcards on the board. Go through the vocabulary again, accompanying every phrase with a gesture or movement, e.g. 'playing the guitar' – pretend that you are playing the guitar, 'playing board games' – pretend that you are throwing a dice, etc. Use the same gestures every time and encourage children to join you.

##### Pronunciation

Pronounce the words from exercise 1: *karate, skipping, crosswords, doing crosswords, piano*, etc. If pupils hear [ŋ], they put up their hands.

### Letter secrets

g=[g], g=[dʒ]

T: *Guitar, game, girl, what's the first sound? [g].* Write it on the board. *Gymnastics, gym, what's the first sound? [dʒ].* Write it on the board. Write the key words on the board: *guitar, gymnastics. What's the first letter? G. The letter 'g' is pronounced [g] or [dʒ].*

### Practice

#### PB, ex. 1

Pupils read the picture dictionary. Then you say a phrase and pupils show you the gesture. After that you show a gesture and they give you the phrase.

#### 'Read my lips'

You pronounce one vocabulary item with your lips only and pupils guess the phrase.

#### PB, ex.2

Write the phrases '*play tennis*' and '*play the piano*' on the board. Highlight the definite article 'the'. T: *What is 'tennis'?* Sport. *What is 'piano'?* A musical instrument. *Do we use 'the' with sport?* (No.) *Do we use 'the' with musical instruments?* (Yes).

Ask one pair to read the model. Then think of one activity yourself and say: *Guess! Ask me questions.* Pupils ask you questions as shown in the model. Then they play in pairs.

### 3. Chant "Are you good at dancing?" (PB, ex. 3)

Write the words 'dancing', 'skipping' and 'painting' on the board. T: *Listen to the man and the woman. Are they good at dancing? Are they good at skipping? Are they good at painting?* Pupils listen and answer the questions.

#### Shared reading

Groups: 'Questions' and 'Answers'.

### 4. Grammar presentation and practice (PB, ex. 4)

Pupils read the grammar secret. Write on the board:

*Like + noun*

*Like + V-ing*

*Be good at + noun*

*Be good at + V-ing*

#### Note

V-ing is the *ing*-form of the verb.

Give verbs in the infinitive and pupils change them to *ing*-forms.

Make sure that pupils remember the spelling rules.

Write these examples on the board:

*Dance – dancing, skip – skipping.*

T: *Dance – dancing, what happens to 'e'?* It disappears. *Skip – skipping, what happens to 'p'?* It doubles.

#### PB, ex. 5

Pupils work in pairs, using model 1. Demonstrate the meaning of 'both' before children report to the whole class: *Nadia, are you good at dancing?* P: *Yes, I am.* T: *I'm good at dancing, too. We're both good at dancing.*

### 5. Moving activity (Ball game)

Ask the pupils to stand in a circle, P1 asks P2, passing the ball: *Are you good at skipping?* P2: *Yes, I am. / No, I'm not.* (to P1): *What about you?* P1: *Yes, I am. / No, I'm not.* P2 to P3: *Are you good at ...?* Etc.

### 6. Workbook activities

Ex. 1

Tapescript (in WB)

Ex. 3

Ex. 4

### 7. Round-up

Pupils say one thing they are very good at: *I'm good at crosswords.* Etc.

#### Homework

PB, ex. 1, 3, 4; WB, ex. 2 (Key: G, C, H, I, D, F, B, J, E, A), 5.

## LESSON 2

<b>Aim</b> To develop reading skills (reading for gist and details)	<b>Vocabulary</b> A pen-friend, also, because	<b>Grammar</b>
<b>Pronunciation and phonics</b> Word stress	<b>Recycling</b> Both	<b>You will need</b> Flashcards of the vocabulary, a letter, a pen, an alphabet poster

### 1. Warm-up

- Chant “Are you good at dancing?”
- Sight reading of the vocabulary.
- ‘Guess my word’.

Revise the alphabet. Then spell one of the words (e.g. k-a-r-a-t-e) and pupils guess it. Then they play the game in pairs.

### 2. Checking homework

### 3. Reading (PB, ex. 6A)

Pupils look at the pictures and say what they are good at.

#### PB, ex. 6B

Then ask pupils whether they have got any friends. Say that today they are going to read and talk about friends. Write *pen + friend = pen-friend*. Show a letter and a pen: *This is a letter from my pen-friend*. Now pupils look at the children’s letters: *These are children’s letters to a magazine. Why did the children write the letters? They want to find friends*. Pupils read the letters and match the letters to the pictures.

➔ **Key:** 1B, 2C, 3D, 4A.

#### PB, ex. 6C

Pupils read the riddle: *This boy likes listening to music. He **also** likes going to the disco. How many hobbies has he got? Two. Listening to music and going to the disco.*

➔ **Key:** Lewis [‘lu:is].

#### PB, ex. 6D

Pupils make up their riddles.

#### PB, ex. 7A

Pupils work in pairs.

➔ **Key:**

Terry and Lewis – they both like “Smash” and sport.  
Kate and Terry – they both like sport.

Kate and Lewis – they both like sport,  
Kate and Annie – they both like animals.

#### PB, ex. 7B

Pupils speak about themselves.

#### PB, ex. 7C

Pupils choose a friend for themselves and give reasons for their choice. Write the word ‘because’ on the board: *Why do you like dancing? **Because** I like music*. Emphasize the word ‘because’ with your voice.

### 4. Moving activity

#### Option 1 (Guessing game)

Give each pair of pupils a card with a sentence like ‘We both like dancing.’ They should mime it for other pupils so that they will guess the sentence.  
P: *Do you both like dancing?*

#### Option 2 (Pronunciation game)

Say the words from WB, ex. 6 and ask pupils to clap the words, e.g. say ‘animal’, pupils clap three times making the first clap stronger than the second and the third.

### 5. Workbook activities

#### Ex. 6

Explain to pupils that the number of boxes is the number of syllables. They need to colour the stressed syllables and then listen and check. Demonstrate the first example and colour the boxes on the board.

Tapescript (in WB)

➔ **Key:**

1. animal ■□□
2. favourite ■□□
3. gymnastics □■□
4. pen-friend ■□
5. Wednesday ■□

- 6. crosswords ■□
- 7. guitar □■
- 8. karate □■□
- 9. piano ■□

**Ex. 7**

Tell pupils that British schoolchildren don't have record-books, they have school records. It is a paper where teachers write their grades.

**6. Round-up**

T: *Have you got a pen-friend? Would you like to have a pen-friend?*

**Homework**

PB, ex. 6B, ask pupils to speak about their hobbies (I like ..., I'm good at ..., I also like ...); WB, ex. 8, 9 (**Key:** 1D, 2E, 3A, 4C, 5B).

**LESSON 3**

<p><b>Aim</b> To present and practise grammar; to develop speaking skills (speaking about a hobby); to develop writing skills (writing about a hobby in a letter)</p>	<p><b>Vocabulary</b></p>	<p><b>Grammar</b> Verb patterns: can + infinitive; like + <i>ing</i>-form; be good at + <i>ing</i>-form</p>
<p><b>Pronunciation and phonics</b> Sounds; [ŋ],[θ],[v] Strong and weak forms of 'can' [kæn], [kən]</p>	<p><b>Recycling</b></p>	<p><b>You will need</b> The grid for the survey on the board; flashcards of the vocabulary</p>

**1. Warm-up**

- Chant "Are you good at dancing?"
- Sight reading of the vocabulary.

**2. Checking homework**

**The survey**

Before the lesson, prepare a grid for the survey (the easiest way is to do it on the board). There should be as many numbers on the left-hand side of the grid as the number of pupils in the class. At the bottom of the grid write the target vocabulary from Unit 2, Lesson 1. Tell pupils that they are going to do the survey in their class to find out what the favourite activities are.

Ask P1 to come up to the board and speak to the class about his/her hobbies. When P1 mentions any of the target word combinations in the grid, P2 marks it by adding "a brick" to the appropriate column (or colours the box in the grid). When P1 finishes, encourage the class to ask him/her *Do you like ...-ing?* questions. P1 answers, P2 adds 'bricks'. Follow the same procedure to check everyone's homework. At the end of the activity distribute different columns to different pupils. They should say how many pupils in their class like doing the activity, e.g. *Six children* (if there are 6 bricks) *like doing jigsaw puzzles*. Etc. Then look at the grid, find the tallest column and decide which activity is the most popular in the class.

understanding of the word 'drums': *How do you play the drums?* Encourage children to mime it.

**Pronunciation**

[ŋ] – *skiing, skipping, painting, swimming, everything,*

[θ] – *thing,*

[v] – *every, everything.*

Make sure pupils pronounce the strong and weak forms of 'can' correctly.

[kən] – *can, I can do everything.*

[kæn] – *can, yes, I can.*

**4. Grammar presentation and practice (PB, ex. 9)**

Copy the beginnings of the sentences from the exercise to the board.

*I can ...*

*I like ...*

*I'm good at ...*

Write 'swim' and 'swimming' separately. Elicit the correct ending of each sentence from pupils and write it in the sentences.

**PB, ex. 10**

Pupils make true sentences about themselves in pairs. Check as a whole class.

**5. Writing (PB, ex. 11)**

Draw the layout of a letter on the board.

_____
_____
_____
_____
_____

**3. Chant "Are you good at skiing?" (PB, ex. 8)**

Pupils listen to the chant and point at the pictures as they hear the corresponding words. Check

First pupils put the sentences from Colin's letter in the correct order.

➔ **Key:** E, C, G, A, F, D, B.

Then they write it into their exercise-books. Walk around and monitor their work, make sure they start and finish the letter appropriately.

## 7. Workbook activities

**Ex. 10**

**Ex. 11**

**Ex. 13**

**Ex. 14**

## 6. Moving activity (Simon says)

Play the game 'Simon says' (traditional children's game) to revise action verbs. Rules: you say any action verbs (as imperatives) and pupils mime them only if you add 'Simon says'. If you don't say 'Simon says', they have to remain still.

## 8. Round-up

T: *What can your parents do very well? Can your mum cook? Can you dad cook? Etc.*

### Homework

PB, ex. 8 , 9, 12; WB, ex. 12.

## LESSON 4

<b>Aim</b> To present and practise grammar	<b>Vocabulary</b> Hate	<b>Grammar</b> Object pronouns
<b>Pronunciation and phonics</b>	<b>Recycling</b> Super, clever, kind, beautiful, great, interesting, yummy, bad, ugly, angry, boring	<b>You will need</b> Flashcards with the subject and object pronouns, a ball

### 1. Warm-up

- Chant "Are you good at skiing?"

### 2. Checking homework

### 3. Shell story (PB, ex. 13A)

Introduce the new characters: Kevin the elf, the Seaweed Monsters (Slimy – the thin monster, Slobby – the fat one.): *Look at the pictures. Where are the friends? Where are the monsters? What are they doing now? Who's talking? What is going to happen?* Pupils listen and answer the questions.

➔ **Key:** Slobby likes Maggie. They hate children.

Tapescript (in PB)

#### Shared reading

2 roles: Slimy and Slobby.

#### PB, ex. 13B

➔ **Key:** 1. Kevin, 2. Maggie, 3. children, 4. the shell.

### 4. Grammar presentation and practice

#### Presentation

1. I can see him.
2. Slobby can see Kevin

Write sentence 1 on the board and ask: *Who is 'I'?* Elicit and write 'Slobby' under the word 'I'. T: *Slobby can see ...* Elicit and write 'Kevin' under the word 'him'. T: *Wheres the subject in sentence 2? (Slobby). It's a noun. It's the subject. Where's the subject in sentence 1? (I) Is it a noun? (No, it's a pronoun). It's a subject pronoun. Is 'Kevin' the subject in sentence 2? (No, it's an object.) 'Him' is an object pronoun.*

Write 'subject pronouns' in the next table and elicit and write all forms into the table.

Subject pronouns	I	you	he	she	it	we	they
Object pronouns			him				

T: *What is 'him'? A pronoun. It is the subject? It's the object. It's an object pronoun.* Write 'him' under 'he'. Elicit and write the other forms of the object pronouns.

#### Practice

#### PB, ex. 14

Pupils read the grammar secret. Tell them that the position of a pronoun in a sentence is very important. If the pronoun is at the beginning of a sentence (the subject), we use subject pronouns: *I can see Kevin.* If the pronoun isn't at the beginning of a sentence (isn't the subject), we use object pronouns: *Slobby can see him.*

### PB, ex. 15

Pupils match the questions to the answers. Demonstrate the first example: *Number 1, do you like crosswords?* A. *No, I hate it. 'Crosswords, – it? (No, it's not correct.)* 1. D. *Crosswords – them.* Then pupils do the exercise in pairs. Monitor them if necessary and then check as a whole class.

➔ **Key:** 1D, 2A, 3E, 4B, 5C, 6F.

### PB, ex. 16

Children read the model and then ask each others' opinions about the people, animals and activities.

## 6. Workbook activities

### Ex. 15

### Ex. 16

➔ **Key:** 1. them, 2. her, 3. him, 4. us, 5. you, 6. me.

### Ex. 17

1. Alexander Pushkin, 2. Ephrossinia of Polotsk, 3. Pesnyary, 4. Charlie Chaplin.

### Ex. 19

## 5. Moving activity (Ball game)

The first round: play the game to practise pronouns in isolation. Throw the ball to a pupil and say a noun, e.g. *a book*. The pupil catches the ball, says the appropriate pronoun for a book (*it*) and throws the ball back to you. Practise all the pronouns.

The second round: play the game again but with simple sentences this time. T: *I like crosswords*. P1: *I like them*. Etc.

## 7. Round-up

T: *Do you like the Seaweed Monsters and why?*  
P: *I like them because they're funny. / I don't like them because they're silly.*

### Homework

PB, ex. 13A , 14; WB, ex. 18 (**Key:** her, him, it, them, you, me), 20.

# LESSONS 5–8. WHAT BOOKS DO YOU LIKE?

## LESSON 5

<p><b>Aim</b> To present and practise vocabulary; to practise grammar, to develop listening skills (listening for gist)</p>	<p><b>Vocabulary</b> A poem, a fable, a fairy-tale, a comic book, a story about animals, an adventure story, a newspaper, a magazine</p>	<p><b>Grammar</b> Object pronouns</p>
<p><b>Pronunciation and phonics</b> Plural endings; [s], [z], [ɪz] Sounds: [θ], [ð], [əv] Letter secrets: i+nd=[aɪnd] Reading transcription</p>	<p><b>Recycling</b></p>	<p><b>You will need</b> Flashcards with books, real life objects (books: poems, fables, fairy-tales, a newspaper, a magazine, a comic book, stories about animals) in a bag; an alphabet poster, slips of paper with words; flashcards with the pronouns; flashcards with plural endings (make them yourself)</p>

## 1. Warm-up

- Sight reading of the pronouns.
- 'Hangman' game.

Revise the alphabet. Write \_\_\_\_\_ on the board. Tell the pupils this is a secret word. They guess the word by saying letters of the alphabet which could make that word. In this lesson the words 'reading' or 'library' can be the secret words.

## 2. Checking homework

## 3. Poem "Look in a book" (PB, ex. 1)

Take a book and open it: *Look in a book and you will see ... What will you see?* Listen to children's ideas and then they listen and read the poem.

Tapescript (in PB)

### Pronunciation

[əv] – of every kind, sense and nonsense of every kind.

[ð] – the, [θ] – things, all the things, that, that help you grow, all the things that help you grow.

### Letter secrets

i+nd=[aɪnd]

T: Find, [faɪnd], how many sounds? (Four.) What's the second letter? (The letter 'i'.) What comes after the letter 'i'? The letters 'nd'. If we have i+nd, the letter 'i' is pronounced [aɪ].

Write the most difficult words from the poem in transcription (on the board or on flashcards): ['mɪstəri], ['nɒnsəns], [nəʊ], [θɪŋz]. Pupils read them in pairs. Write the poem on the board and ask pupils to find the words in the poem and underline them. Ask children to read the poem. Then rub out the words from the poem gradually, helping children to memorise it.

### Shared reading

#### 4. Vocabulary presentation and practice

Take the books out of the bag. The cover of the book should obviously say what type of book it is: *There are millions of books in our world. Books tell us different things. When you're a little child, books tell you **fairy-tales** (show a book of fairy-tales). Elicit some examples of fairy-tales. T: **Fables** teach us what is right and what is wrong (show a book of fables). Elicit some examples of fables. Put the book in front of the class. T: *Some books tell us **stories about animals**. **Poems** are special. The words rhyme in poems. Some books have a lot of pictures on every page. There's not much text in them. They often tell funny stories. They're **comic books**. **A newspaper** isn't a book. **A magazine** isn't a book. It has a lot of beautiful pictures and photos. There are special magazines for boys, magazines for girls, for people who like geography or history, for people who like cooking or driving cars.* Every time you say a new word, go through all the vocabulary – recap the new words.*

#### PB, ex. 2

Pupils read the picture dictionary in pairs.

#### 5. Grammar practice (PB, ex. 3)

Ask pupils to look at the grammar secret. Tell them that the table gives them information on spelling plural nouns. Read the pairs of nouns together. Ask

pupils if they notice the changes. 'A book – books' demonstrates the general rule: add –s to the noun. 'A story – stories' – when a noun ends in a consonant + y, we change y into i and add –es. 'An elf – elves' – when a noun ends in f/fe, we change f into v and add –es. 'A box – boxes' – when a noun ends in x/s/ss /sh /ch /o, we add –es.

#### 6. Shell story (PB, ex. 4).

Ask pupils to look at the picture. Tell them that Kevin and the children are at Steve's house. Ask pupils if they remember why Kevin has come to our world (to find eight pearls from his father's crown). The children got a message from the Shell Kingdom. Ask pupils to read it.

Write the children's names on the board.

T: *Listen to the children. What books do they like reading?*

#### Tapescript

Maggie: What's that?

Kevin: It's a message from my father!

Message: Read the book about a girl and you'll find a magic pearl.

Maggie: The book?

Steve: About a girl?

Maggie: I like books and magazines about girls!

Steve: I don't. I like books about animals.

Maggie: What about you, Kevin?

Kevin: I enjoy fairy-tales and fables.

Steve: I think fables are boring.

Maggie: OK, boys. Remember the message: the book about a girl!

Kevin: Where can we find it?

Steve: Let's go to the library! There are lots of books there!

Slobby: Books! The library!

Slimy: Let's run faster!

➤ **Key:** Steve – books about animals; Maggie – books and magazines about girls; Kevin – fairy-tales and fables.

T: *Where are the friends going? Where are the monsters going? Why? (To get the book from the library.)*

#### 7. Moving activity (PB, ex. 5)

Write types of books on the slips of paper, e.g. fables, poems, etc. Give a slip to every pupil and ask them to make a question like in model 1. Then they walk around and ask that question every pupil in class. If the answer is 'Yes, I like them', they put a tick. When they finish, they count the ticks and report to the class as shown in model 2.

### Option (Sit on the right chair)

Put the flashcards with the plural endings on three chairs. Children stand in 2/3 columns. Pronounce a word and children sit on the right chair according to the way its plural is pronounced. The pupil who sits down first on the right chair scores a point for his team.

## 8. Workbook activities



### Ex. 1

Tapescript (in WB)

### Ex. 2

➔ **Key:** G, E, C, B, A, F, D, H.

## 9. Round-up

Pupils speak about their favourite books: *I like poems.* Etc.

### Homework

PB, ex. 1 , 2, 3; WB, ex. 3, 4 (**Key:** favourite, reads, about, book, also, Belarusian, books, library), 5 (**Key:** 1. animals, 2. ugly, 3. playing board games, 4. a businessman).

## LESSON 6

<b>Aim</b> To develop listening skills (listening for details); speaking skills (giving personal information)	<b>Vocabulary</b> Surname, age, address, telephone number; I don't understand, I don't know, I don't remember	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Flashcards with books

## 1. Warm-up

- Poem "Look in a book".
- Sight reading of the vocabulary.

## Shared reading

3 roles: Slimy, Slobby and the librarian.

## 2. Checking homework



### 3. Shell story (PB, ex. 6)

T: *Where did the Seaweed Monsters run? (To the library.) Who can you see at the library? (A librarian.) What do you need if you want to take books from the library? (A library card.)* Look at the library card in the books and go through the key words, e.g.: *Surname, my **surname** is ... What's your surname? **Age**, what's your age? How old are you? **Address**, my address is ... What's your address? My **phone number** is ... What's your phone number?*

Draw pupils' attention to the sentences in the box (*I don't understand. / I don't know. / I don't remember.*). Read them together and mime the phrases. Explain if necessary.

T: *So the Seaweed Monsters are at the library. Listen and answer the question: Does Slimy like books?*

Tapescript (in PB)

➔ **Key:** Slimy hates books.



### 4. Shell story (PB, ex. 7)

Slimy is dressed as a librarian. Maggie has come to the library to fill in her library card. Children listen and correct the information on her library card.

Tapescript

Librarian (Slimy): Good morning!

Maggie: Good morning!

Librarian: Have you got a library card?

Maggie: No, I haven't.

Librarian: What's your name?

Maggie: Maggie.

Librarian: And your surname?

Maggie: Fletcher.

Librarian: How do you spell that?

Maggie: F-l-e-t-c-h-e-r.

Librarian: All right. How old are you?

Maggie: I'm 9 years old.

Librarian: What school do you go to?

Maggie: Mayflower School, class 3B.

Librarian: What's your address?

Maggie: 10, Apple Street.

Librarian: What do you like reading?

Maggie: I like stories about girls.

Librarian: Uhuh.

➤ **Key:** Maggie's age – 9, not 12; her class – 3B, not 4C; her address – 10, Apple Street, not Seaweed Street; she likes reading about girls, not about monsters.

## 6. Workbook activities

**Ex. 6**

**Ex. 7**

**Ex. 8**

## 5. Speaking (PB, ex. 8)

Pupils match the questions to the answers.

➤ **Key:** 1D, 2F, 3E, 4A, 5C, 6G, 7B.

For more practice on asking questions, show a flashcard with a key word, and pupils give you the corresponding question. The key words are 'name, surname, age, school, class, telephone number, address, reading'.

## 7. Round-up

T: *Do you go to the library? What's your librarian's name?*

### Homework

PB, ex. 6 , 9; WB, ex. 9, 10 (**Key:** 1. There's a football. There are trainers. He likes playing football. 2. There are fairy-tales, poems, magazines. She likes reading.)

## LESSON 7

<b>Aim</b> To develop reading skills (reading for gist and for details); speaking (giving personal information)	<b>Vocabulary</b> Can – could, learn – learnt, tell – told	<b>Grammar</b>
<b>Pronunciation and phonics</b> Reading transcription	<b>Recycling</b>	<b>You will need</b> Flashcards with books, real life objects (books; photocopies of library cards to role-play “At the library”), flashcards with question words; an alphabet poster

## 1. Warm-up

- Poem “Look in a book”.
- Sight reading of the vocabulary.
- Guess my word.

Revise the alphabet if necessary. Spell one word from the active vocabulary and pupils guess it. Then they practise the same in pairs.

## 2. Checking homework (PB, ex. 9)

Divide class into groups of 3–4 people. Assign the roles to the pupils: a librarian and children who come to the library for the first time. “Librarians” should ask “Readers” questions and recommend books for them to read.

## 3. Reading (PB, ex. 10)

Pupils make true sentences about themselves in pairs and then share as a whole class. Help them with pronouncing the irregular verbs by writing transcription on the board.

## PB, ex. 11A

Maggie has taken a book about a girl from the library. The title of the book is “Heidi”. Say that “Heidi” is a very popular children's book in many parts of the world. Give the pupils some information about the author of the book.

### Background information

Johanna Spyri was born in 1827 in Switzerland. She lived in a little village in the Swiss Alps. There were six children in the family. Her father was a doctor. When Johanna finished school she moved to Zurich. Johanna Spyri wrote the book about Heidi when she was 53 years old. The book has become very popular since then. Originally the book was written in German. Later it was translated into different languages. Films based on this story have been made. Children and their parents in different countries love Heidi, a kind little girl who liked helping other people.

T: Read and listen to the story. Answer the question: How did Heidi help Peter's granny?

⇒ Key: Heidi read the Bible to Peter's granny.

**PB, ex. 11B**

Pupils read the story again and answer the questions in pairs. Discuss the answers.

⇒ Key:

1. They lived in the mountains.
2. Peter couldn't read because he thought it was very difficult.
3. His granny's favourite book was the Bible.
4. Peter's granny couldn't read because she couldn't see anything.
5. Clara didn't go to school because she was in a wheelchair.
6. Mr Kandidat, Clara's teacher, taught Heidi to read.
7. Clara's grandma gave Heidi the book with pictures because she was pleased that Heidi could read.

**PB, ex. 11C**

Pupils ask each other about the story and the characters using the help box. E.g. *Do you like the story? Do you like Heidi?* Etc.

**4. Moving activity (Chinese whispers)**

The pupils stand in a line. Whisper a verb from "Heidi" to the first pupil in the line. He/she whispers it to the pupil standing next to him/her, etc. The last pupil in the line makes a sentence from the story using the word which he/she has

received. The sentences should be in the Past Simple.

**5. Workbook activities**

**Ex. 13**

⇒ Key:

6. Heidi came back home.
1. Heidi lived in the mountains.
5. Clara's grandma gave Heidi a big book.
7. She read the Bible to Peter's granny.
3. She made friends with Clara there.
4. Clara's teacher taught her to read.
2. Heidi's auntie took her to the city.

**Ex. 16A**

Pupils need to cross out all types of books. Then they cross out all the hobbies. The words which remain will make a special message for the children.

**Ex. 16B**

⇒ Key: Help old people.

**6. Round-up**

Discuss the question *What did the book teach you?* Possible answers: *to try difficult things / to help old people.*

**Homework**

PB, ex. 11A **Ex. 11A**; WB, ex. 11, 12 (**Key:** 1. grandad, 2. granny, 3. Peter, 4. Clara, 5. Kandidat, 6. grandma, 7. Heidi), 14, 15 (**Key:** 1. couldn't, 2. made, 3. taught, 4. learnt, 5. told, 6. found, 7. took, read).

**LESSON 8**

<b>Aim</b> To develop children's interest in reading books	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> A dice for every group

**1. Warm-up**

- The right step.

Ask the pupils to stand in a column. Tell them you are going to read out sentences about Heidi. If pupils hear a true sentence, they must make a step to the right. If they hear a false sentence, they must make a step to the left. In order to help pupils to remember where they have to make steps to, write 'yes' and 'no' on the opposite sides of the board. E.g.: *Heidi lived in the*

*mountains.* Pupils make a step to the right as the statement is true.

**2. Checking homework**

**3. Board game (PB, ex. 12)**

T: *Every country has its own favourite board game. "Snakes and Ladders" board game is very popular in Britain.* Explain the word "ladders". Read the

rules of the game together and start the game. Monitor the class. They may need to ask you for the correct answers. When the game is finished, ask the pupils to choose the most interesting question in the game.

➔ **Key:**

1. Pushkin wrote poems.
2. Krylov.
3. Cinderella couldn't go to the party because she didn't have a dress and shoes to wear.
4. "Zorka" (in Belarus), others.
5. Pupils are likely to know some Russian "animal writers" such as Prishvin, Suteev, Bianki.
6. No, he didn't. Andersen wrote fairy-tales.
7. Miss your turn.
8. Nikolai Nosov.
9. A fairy-tale.
10. Go to number 12.
11. Hermione, Ron.
12. Little Red Riding Hood's granny lived in a house in a wood.
13. "Home alone", "Kalambur", others.
14. Kipling.
15. Snow White had seven little friends, dwarfs.

16. The bears saw Goldilocks (in Russian fairy-tale – Mashenka) in the baby bear's bed.
17. Go to number 19.
18. An elephant's name.
19. The big bad wolf.
20. The Bible.
21. Karlsson can fly.
22. Miss your turn.

**4. Workbook activities**

**Ex. 17A**

**Ex. 17B**

**5. Round-up**

T: *Do you like board games?*

**Homework**

WB, ex. 18 (**Key:** Down: 1. library, 2. karate, 3. newspaper, 4. board game, 5. kite, 6. gymnastics, 7. magazine, 8. comic, 9. jigsaw, 10. fable, 11. guitar, 12. piano; Across: 13. Reading is fun.)

## LESSONS 9–12. LOOK AT MY COLLECTION!

### LESSON 9

<p><b>Aim</b> To present and practise vocabulary; to develop listening skills (listening for gist)</p>	<p><b>Vocabulary</b> Collection, collect; shells, pebbles, coins, stamps, badges, stickers, caps, calendars, dolls, model cars, postcards, books</p>	<p><b>Grammar</b> Object pronouns</p>
<p><b>Pronunciation and phonics</b> Plural endings [s], [z], [ɪz] Reading transcription</p>	<p><b>Recycling</b> <i>Have got</i></p>	<p><b>You will need</b> Flashcards with collections; transcription; real life objects (shells, pebbles, coins, stamps, badges, stickers, caps, calendars, dolls, model cars, postcards, books) in a bag; slips of paper with words</p>

**1. Warm-up**

• My secret word.  
You give a topic (e.g. Hobbies) and think of a secret word on this topic (e.g. painting). You can write it on a slip of paper. Pupils brainstorm vocabulary on the topic until they guess your word. The pupil who guessed the word, scores a point. The other topics are 'Books' and 'The seaside'.

**2. Checking homework**

 **3. Poem "What are little girls made of?" (PB, ex. 1)**

T: *Do girls and boys collect the same things? What do boys collect? What do girls collect?* Pupils listen to the poem and answer the questions. Write the most difficult words from the poem in transcription [sneɪlz], [spɑɪs], [ɪʃʊgə], [teɪlz]. You can write them on the board or use flashcards. Pupils read the transcription in pairs and then check together. Then they read the poem together.

#### 4. Vocabulary presentation and practice

##### Presentation

Tell the pupils that today they are going to talk about different collections. Write 'collection' on the board: *I've got a **collection** of shells* (if you really collect something, speak about your collection). *I've got a lot of shells in my collection. I collect shells.* Write 'collect' on the board. Ask pupils: *Do you collect shells, magazines, toys? People collect different things.* Introduce the target words by taking real objects out of the bag: *Some people collect shells (pebbles, **coins, stamps, badges, stickers, caps, calendars, dolls, model cars, books, postcards**).*

##### Practice

##### 'What's missing'

Ask pupils to close their eyes. Then take one object in your hand and hide it. Children guess what is missing.

##### PB, ex. 2

Pupils read the picture dictionary together, in pairs and then individually.

##### Pronunciation

Say the active vocabulary at random in the plural form, pupils stand up if they hear [s], they put up their hands if they hear [z] and they jump if they hear [ɪz].

#### 5. Listening (PB, ex. 3A)

The children in the pictures collect some of the things from exercise 2. Read the names of the children together and ask the first question: *What do they collect?* Pupils listen and answer the questions.

##### Tapescript

Helen: Hello, my name's Helen. I'm from London. I collect badges. I started to collect them when I was 7. Now I've got 62 badges. I put them on my old sweater.

Denis: Hi! My name's Denis. I'm from Canada. I have a big collection of model cars. There are about 50 cars now in my collection. I got my first model car when I was 8. My favourite car is a Ferrari.

Mary: Hi! I'm Mary from Belarus. I collect stickers with dinosaurs. I started collecting them when I was 5 years old. Now I have a hundred! I stick them on the fridge. When my mum first saw that, she was angry!

➤ **Key:** Helen – collects badges, Denis – collects model cars, Mary – collects stickers.

##### PB, ex. 3B

Pupils listen again and answer the question.

➤ **Key:** Helen was 7 years old, Denis was 8 years old, Mary was 5 years old.

#### 6. Moving activity (PB, ex. 4)

Each pupil gets a piece of paper where a 'collection' word (shells, pebbles, etc.) is written. The number of pieces of paper should be equal to the number of pupils in the class. Each pupil has to walk around the classroom and ask a question about his/her word using model 1. Pupils mingle around the classroom and tick in their notes if the answer is 'yes'. Then they report the results of their survey to the class according to model 2.

#### 7. Grammar presentation and practice

##### Presentation

Write the sentences with gaps on the board:

*I've got = I ... ..*

*He's got = He ... ..*

T: *I've got a brother. I've got a dog. And you?* P: *I've got a sister. I've got a hamster.* Etc.

Take something in your hand (e.g. 'a shell'): *I've got a shell.* Pupils take something in their hands and say: *I've got a pencil.* Etc.

##### PB, ex. 5

Pupils read the grammar secret.

##### PB, ex. 6

Pupils ask each other using model 1 and then report to the class using model 2.

##### Make a sentence

Prepare three piles of words written on small pieces of paper for every group of 4: 10 names of any people or pronouns (*they; his sister; their parents; my grandad*, etc.), collections (*10 words from exercise 2, each on a different piece of paper*) and numbers (*10 cards with any numbers from 11 to 100*). Demonstrate the game: put the piles of cards face down, take one card from the first pile and read the name, e.g. *his sister*. Then take one card from the second pile and read the 'collection word' on it, e.g. *badges*. Then take a card from the third pile and read the number, e.g. *14*. Then make a sentence using the words, e.g. *His sister collects badges. She's got 14 badges in her collection.* Pupils take cards in turn and make their sentences.

## 8. Workbook activities



### Ex. 1

Tapescript (in WB)

### Ex. 4

➔ **Key:** The robot hasn't got any eyes. The doll hasn't got any hair. The car hasn't got a wheel. The books haven't got any pictures.

## 9. Round-up

T: *What do you want to collect?* P: *I want to collect model cars.* Etc.

### Homework

PB, ex. 1 , 2, 5, 7; WB, ex. 2 (**Key:** a book), 3.

## LESSON 10

<b>Aim</b> To present and practise grammar	<b>Vocabulary</b>	<b>Grammar</b> Possessive case of nouns
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> An alphabet poster.

### 1. Warm-up

- Poem "What are little girls made of?"

Copy the poem on to the board and ask pupils to underline the transcribed words in the poem. After pupils practise reading the whole poem, rub out the words gradually till they all disappear and pupils memorize the poem.

#### Option

Divide the board into two parts and write:

*Little girls are made of sugar, spice...*

*Little boys are made of frogs, snails...*

Divide the class into two teams: Girls and Boys. Tell them they are going to add their ideas to the lists of things which girls and boys collect. Give the pupils time to work in groups and discuss the task. Set the time limit. Teams take turns to make sentences. The 'Boys group' makes sentences about boys, e.g. *Boys collect model cars.* The Girls group makes sentences about girls, e.g. *Girls collect dolls,* etc. Write the ideas down in the appropriate group. The winner is the group which makes up more sentences.

**Sight reading** of the vocabulary.

#### Guess my word

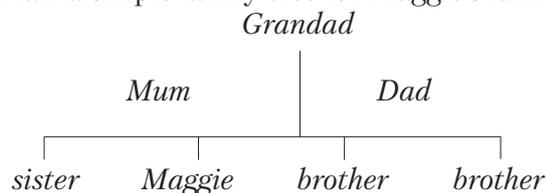
Revise the alphabet and then spell one of the words (e.g. *s-t-i-c-k-e-r*). Pupils guess the word and say it (*sticker*). Then they play the same game in pairs.

### 2. Checking homework

Pupils listen to each other's stories about their collections and choose the biggest (smallest, funniest) collection.

### 3. Shell story (PB, ex. 8A)

Draw a simple family tree for Maggie's family:



Talk about Maggie's family, ask if pupils remember what pet she's got. (*Fluffy the cat.*) T: *Maggie, Steve and Kevin are at her place. Maggie is showing her house to Kevin. One room is special. Why? Because Maggie's family keep their collections in this room.* Pupils listen and answer the question 'Why did the Seaweed Monsters come to the room?'

Tapescript (in PB)

➔ **Key:** To get the shell.

#### PB, ex. 8B

The Seaweed Monsters took a lot of things from Maggie's place. Pupils look at the picture and match the things to the people and pets in Maggie's family. Children speak in pairs using the model.

#### 4. Grammar presentation and practice

##### Presentation

Ask: *Whose shells are they?* Elicit and write on the board: *Maggie's*. Ask: *Whose dolls are they?* Elicit and write: *her sister's*. Ask: *Whose cars are they?* Elicit and write: *her brothers'*. *How many sisters has she got? (One.) The apostrophe is before the letter 's'. How many brothers has she got? (Two.) The apostrophe is after the letter 's'. What is the question word for these answers? (Whose.)*

##### Practice

Pupils speak about their mums and dads: *My mum's name is Svetlana. My dad's name is Michael*. Etc.

##### PB, ex. 9

Pupils read the grammar secret.

##### 'Whose pen is it?'

Ask pupils to give you their pens or pencils. Put them into a bag, then take out any of them and ask the class: *Whose pen is it?* P: *It's Anton's*.

#### 5. Workbook activities

Ex. 8

Ex. 9

#### 6. Round-up

Take one thing from pupils' collections: *What's this? (A shell.) Whose shell is it?* Etc.

##### Homework

PB, ex. 8A , 9; WB, ex. 5 (Key: 1. coin, 2. sticker, 3. seaweed, 4. shell, 5. cap, 6. badge, 7. stamp, 8. calendar, 9. car), 6 (Key: 1. gymnastics, 2. model planes, 3. playing the guitar, 4. a badge), 7.

### LESSON 11

<b>Aim</b> To develop listening (listening for gist), writing skills (describing a hobby)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> 'Collections' objects, a bag and a blind-fold for the 'Feely bag' game

#### 1. Warm-up

- 'Feely bag'.

Before the lesson put some objects into a bag. Choose a person to play the game in front of the class. He/ she comes up to the board, gets blindfolded, takes out any object from the bag without seeing it and tries to guess what it is: *It's a ... model car*. Etc.

#### 2. Checking homework

#### 3. Listening (PB, ex.10)

T: *Maggie, Steve and Tom are going home from school and talking about their homework. Mrs Bell has asked them to write compositions about a hobby in their family*. Introduce the word 'composition'. Write the children's names on the board: *Listen and match the children to their relatives in pictures A, B or C*.

##### Tapescript

Maggie: Nice day, isn't it? Let's go for a walk, Tom!

Tom: Oh, no! I'm going to write a composition.

Steve: Are you going to write about your dad?

Tom: Yes, I am.

Maggie: Tom, what's your dad's hobby?

Tom: He climbs mountains.

Steve: Wow!

Tom: He goes to the Alps every summer.

Steve: That's cool!

Tom: Maggie, who are you going to write about?

Maggie: My auntie. She rides a motorbike!

Tom: A motorbike? Aunties don't ride motorbikes!

Maggie: Auntie Nelly does! She can ride fast!

Tom: I want to ride a motorbike!

Maggie: Steve, who are you going to write about?

Your dad?

Steve: No, my grandad.

Maggie: What's his hobby?

Steve: Beachcombing!

Maggie: Beachcombing!!! What's that?

➔ **Key:** Tom – B, Maggie – A, Steve – C.

#### 4. Reading (PB, ex.11A)

Introduce the word 'beachcombing'. Pupils read Steve's composition silently and answer the question.

➔ **Key:** In summer.

#### **PB, ex. 11B**

Pupils match the paragraphs to the pictures.

➔ **Key:** 1 – B, 2 – C, 3 – A.

#### **PB, ex. 11C**

Pupils answer the questions.

T: *Do you think beachcombing is a good hobby?*

#### 5. Writing (PB, ex.12)

Use the help box. Copy the sentences on the board and invite pupils to make true sentences about themselves. T: *My dad collects stamps. Make a sentence about your family!* Every pupil makes a sentence, e.g.: *My brother collects pebbles.* Etc. T: *My dad started collecting stamps when he was 12 years old. What about your brother?* Etc.

#### 6. Moving activity

Write on the board: *collect, collecting, collection.* Read the words with the pupils. Divide the class into three groups: *collect, collecting, collection.* Tell the pupils that they have to stand up when they hear "their" word. Say some sentences about any

people and their collections, change the order of the sentences e. g. *Martha started collecting dolls when she was six years old. She's got fourteen dolls in her collection. She collects only Barbie dolls, etc.*

#### 7. Workbook activities



#### **Ex. 10**

Tapescript (in WB)

➔ **Key:** 1. collect, 2. collecting, 3. collects, 4. collection, 5. collecting, 6. collection, 7. collecting.

#### **Ex. 11**

➔ **Key:** 1. Who, 2. When, 3. Where, 4. What, 5. Why.

#### 8. Round-up

Play a Snowball game, e. g. P1: *My brother collects shells.* P2: *Anton's brother collects shells. My dad climbs mountains.* P3: *Anton's brother collects shells. Nikita's dad climbs mountains. My granny does crosswords.* Etc. Sentences should be true. Then ask: *Which hobby was the most interesting?*

#### **Homework**

PB, ex. 11A; WB, ex. 12 (**Key:** 1. his, 2. their, 3. her, 4. their, 5. her, 6. his). 13 (**Key:** when you get out of the trap, you get the word 'crab-riding', that is Kevin's hobby).

### LESSON 12

<b>Aim</b> To develop reading skills (reading for gist and details), to develop writing skills (writing a letter)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Reading transcription	<b>Recycling</b>	<b>You will need</b> A shiny pearl; words written on the board and cards with sounds symbols for activity 3.

#### 1. Warm-up

Bring a pearl to the class. Don't show it to the pupils. Hide it in your hand and ask the pupils to guess: *What have I got in my hand?* P1: *Have you got a rubber?* T: *No, I haven't.* P2: *Have you got a stamp?* T: *No, I haven't.* Etc.

#### 2. Checking homework



#### 3. Shell story (PB, ex.13A)

Remind the pupils about Steve's grandad's hobby. Elicit what beachcombing is. Tell the class that the children have come to visit Steve's grandad. Tell the pupils to listen and answer the question: 'What did he find on the beach?'

Tapescript (in PB)

➔ **Key:** He found a little shiny pebble. It was the first pearl.

**PB, ex. 13B**

Demonstrate the first sentence. Then pupils do the exercise in pairs.

➔ **Key:** 1F, 2T, 3T, 4F, 5F.

Write the most difficult words from the text on the board in transcription: [ˈdʒ:ti], [kli:n], [faɪnd], [ˈevriweə], [ˈeniθɪŋ], [ˈfaɪni], [kraʊn], [stʌk]. Pupils read them in pairs and then together. After that they find these words in the text.

**Shared reading**

6 roles: Grandad, Steve, Maggie, Kevin, Slimy and Slobby.

**5. Workbook activities****Ex. 14**

➔ **Key:** lives, has, is, goes, walks, collects, is.

**Ex. 16**

➔ **Key:** 1b, 2a, 3b, 4a, 5b, 6b, 7a.

**Ex. 17**

Pupils colour the boxes with the words which have the sound [eɪ]. They will get a 'path' which goes from 'Monday' to 'Sunday'.

**4. Writing (PB, ex. 14)**

Kevin is very happy that he has found the first pearl and he is writing a letter to his father. Draw pupils' attention to the conventions of writing a letter: *What's this? (A letter.) Who has written the letter? (Kevin.) Who is it for? (For his mum and dad.)* The letter has gaps and one word is missing in every gap. Pupils work in pairs and complete the letter.

➔ **Key:** visited, we, beach, grandad, pearl.

**6. Round-up**

T: *Do you write letters?*

**Homework**

PB, ex. 13A **Key:** found, was, put, visited, helped, gave, were), 18 (**Key:** Monday – say – break – newspaper – fairy-tale – favourite – became – paint – play – yesterday – eight – May – name – table – game – board game – baby – Sunday).

**LESSON 13**

<b>Aim</b> To test vocabulary and grammar/ speaking/ listening/ reading	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The tests

Choose one of the tests: Vocabulary and Grammar test 2, Speaking test 2, Listening test 1 or Reading test 1.

**LESSON 14 (READER: THE ADVENTURES OF TOM SAWYER)**

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader, a copy of the book "The Adventures of Tom Sawyer" in English or Russian

**1. Warm-up**

Show the book "The Adventures of Tom Sawyer" and talk with children about it. T: *What do you know about Tom?*

**2. Wordbank (Reader, ex. 1, 2)**

Draw a fence on the board: *A fence. It's old. I take a brush (mime the action) and whitewash the fence. What colour is my fence now? (White.)*

Show a picture of a rich person or a movie star:  
*He's/ She's rich. He's/ She's got a lot of money.  
I'm hungry. I've got some bread. I take a knife  
(bring a knife or just mime the action) and cut  
the bread.*

 **3. Reading for gist (Reader, ex. 3)**

Pupils look at the pictures and the captions. Ask them to answer the gist question. Then they listen, read the story silently and check their answers.

➔ **Key:** Ben and the other boys.

**4. Reading for details  
(Reader, ex. 4, 5)**

**Ex. 4**

➔ **Key:**

7. Auntie Polly gave a piece of cake to Tom.
4. Ben Rogers whitewashed the fence.
5. The boys stopped to laugh at the workers.

2. Tom wasn't happy.
3. Ben Rogers stopped to laugh at Tom.
1. Auntie Polly asked Tom to whitewash the fence.
6. The boys whitewashed the fence three times.

**Ex. 5**

➔ **Key:** 1. It was sunny and hot. 2. To go swimming and play with his friends. 3. To work. 4. He wanted to have a special mission. 5. To get Tom's brush. 6. Yes, she did.

**5. Acting out (Reader, ex. 6, 7)**

**Ex. 6**

Pupils sort out who says these words from the story.

➔ **Key:** 1. Auntie Polly, 2. Ben, 3. Ben, 4. Tom, 5. Ben, 6. Ben, 7. Tom.

**6. Round-up (Reader, ex. 8)**

# UNIT 3.

## DO YOU LIKE TV?

By the end of the unit pupils will be able to:

- ask and tell the time
- talk about their favourite TV programmes
- interview people about their favourite programmes
- talk about how often they do something

### LESSONS 1–4. WHAT DO YOU LIKE WATCHING?

#### LESSON 1

<b>Aim</b> To present and practise vocabulary, to develop listening skills (listening for gist)	<b>Vocabulary</b> The news, a quiz show, a nature programme, a music programme, a sports programme, a cartoon, a comedy, a horror film, a detective film, an action film, an adventure film, a romantic film	<b>Grammar</b>
<b>Pronunciation and phonics</b> Letter secrets: ew = [ju:] Word stress	<b>Recycling</b> Object pronouns 'them', 'it'; plurals	<b>You will need</b> Flashcards with types of programmes and films; music, an envelope with names of programmes

#### 1. Warm-up

T: *What did you do yesterday? Did you watch TV? How many pupils watched TV yesterday? Do you like TV?*

#### 2. Vocabulary presentation and practice

##### Presentation

Introduce the new words using flashcards and the names of some well-known films, cartoon programmes, e.g.: *Mickey Mouse. It's a cartoon.* Etc. Recap the new vocabulary using gestures, e.g: **the news** (hands folded as if you are looking from the TV screen), **a quiz show** (pretend that you are thinking hard), **a nature programme** (taking photos of animals), **a music programme** (holding a microphone), **a sports programme** (playing tennis), **a cartoon** (show Mickey Mouse with big ears), **a comedy** (laughing), **a horror film**

(a scary gesture), **a detective film** (pretending you are a detective), **an action film** (driving a fast car), **an adventure film** (you are climbing a high wall), **a romantic film** (pretending you are in love). You can invent your gestures but make sure you follow the same movements every time you go through the vocabulary.

Draw the pupils' attention to the plural of the new words. T: *a comedy ... Ps: comedies.*

##### Letter secrets

ew = [ju:]

T: *The letters 'ew' give [ju:].*

##### Practice

##### PB, ex. 1

Pupils read the picture dictionary together, in pairs and individually. You read a word or phrase from the exercise and pupils show it. Then you show a gesture and pupils read out the word from the dictionary. You can read the vocabulary in different

voices and with different emotions and invite pupils to repeat, e.g. 'a horror film' - in a scary voice, 'the news' - your voice becomes very serious, etc.

**PB, ex. 2A**

Pupils work in pairs. Make sure they use the right pronouns (comedies - them, the news - it).

**PB, ex. 2B**

Pupils report to the class using the model.

 **3. Listening (PB, ex. 3)**

The children are at home. They are watching TV. Write the names 'Maggie' and 'Steve' on the board and ask pupils which programmes they think the children like watching. T: *Maggie, what programmes does she like?* P: *I think she likes cartoons.* Etc. Then pupils listen and check.

*Tapescript*

Kevin: What's that box? The pictures are moving! Is it magic?

Maggie: Oh, no! It isn't magic. It's just a TV.

Kevin: A TV? What are these people doing there in the box?

Steve: It's a film. This one is an action film. I love them! They are so interesting!

Maggie: No, they aren't. I don't want to watch this one. I like music programmes. Look, there's a good one on now, it's called "Top of the Pops".

Kevin: The music is nice...

Steve: Oh, no, not now! This music programme is for girls! It's boring! Let's watch a sports programme.

Oh, football! Hooray! Do you like football, Kevin?

Kevin: Football? I...

Maggie: No, he doesn't. I hate football. I don't like sports programmes. Oh, look! "The Pink Panther".

Kevin: What funny pictures!

Steve: It's a cartoon.

Maggie: I love cartoons.

Steve: Me too. Let's watch this one. Oh, no, it's over! Let's watch something else.

Kevin: Look! Look! Monsters! The Seaweed Monsters! In there!

Children: They're not real! It's just a horror film.

➔ **Key:** Maggie likes music programmes, cartoons, she doesn't like action films and

sports programmes; Steve likes action films, sports programmes, cartoons, he doesn't like music programmes.

**4. Moving activity (Pass the envelope)**

Pupils stand in a circle. When they hear music, they pass round the envelope. When the music stops, the pupil who has the envelope, takes one word and makes a sentence with it.

**5. Workbook activities**

 **Ex. 1**

Pupils colour the stressed syllable. Then they listen and check.

➔ **Key:**

- 1. romantic
- 2. detective
- 3. adventure
- 4. nature
- 5. horror
- 6. cartoon

**Ex. 3**

➔ **Key:** 1. like, 2. likes, 3. likes, 4. like, 5. likes, 6. like, 7. likes.

**Ex. 4**

➔ **Key:** 1. comedies, 2. comedy, 3. films, 4. cartoon, 5. films, 6. films, 7. film.

**6. Round-up**

Pupils speak about their favourite programmes and films: *My favourite film is 'Terminator'. It's an action film.*

**Homework**

PB, ex. 1; WB, ex. 2A (**Key:** 5, 3, 1, 6, 2, 4), 2B (**Key:** an adventure film, a sports programme, the news, a horror film, a nature programme, a romantic film), 5.

**LESSON 2**

<b>Aim</b> To present and practise grammar	<b>Vocabulary</b>	<b>Grammar</b> Adverbs of frequency
<b>Pronunciation and phonics</b> 's' - 3rd person singular: [s], [z], [ɪz]	<b>Recycling</b> The Present Simple (positive sentences, 3rd person singular)	<b>You will need</b> Flashcards with types of programmes and films; flashcards with adverbs of frequency; an alphabet poster; flashcards with the personal pronouns; a ball

## 1. Warm-up

- Sight reading of the vocabulary.
- 'Guess the programme'.

T: *A programme with songs.* Ps: *A music programme.*

**Suggestions:** A programme about animals; a programme where people answer interesting questions and get prizes; a programme about tennis, volleyball; a very funny film; a film with monsters.

- 'Spell the programme'.

Revise the alphabet. Then dictate three names of the programmes in spelling: *c-a-r-t-o-o-n*, *c-o-m-e-d-y*, *q-u-i-z s-h-o-w*. Pupils write them in their notebooks.

## 2. Checking homework

## 3. Listening (PB, ex. 4)

Before listening pupils read the names and discuss what kind of programmes these might be.

P: *I think Ten Questions is a quiz show.* Etc.

➤ **Key:** quiz shows – Ten Questions, Twenty Questions, Superquiz, a cartoon – The Lion King, the news – Six o'clock News, Eight o'clock News, a comedy – The Toy, a horror film – Dark Castle.

Pupils listen and say which programmes Mrs Bell speaks about in her interview.

### Tapescript

Reporter: Excuse me. We're from the programme "Today". Can I ask you some questions?

Mrs Bell: Yes, of course.

Reporter: Do you often watch TV?

Mrs Bell: Mmmm. Sometimes.

Reporter: A-ha. How often do you watch the news?

Mrs Bell: I always watch the news. My favourite programme is "The Eight o'clock News". I watch it every evening.

Reporter: I see...What about quiz shows?

Mrs Bell: Hm. I like quiz shows. I often watch them. My favourite is "Twenty Questions". I watch it on Tuesdays, Thursdays and...Saturdays and on Sundays I watch "Superquiz".

Reporter: I see. Do you watch comedies?

Mrs Bell: Comedies? Not often. I sometimes watch comedies on Saturday evening and on Sunday. Ah, last week I saw a very funny comedy called "The Toy".

Reporter: Right...What about cartoons?

Mrs Bell: Cartoons? My children watch cartoons. I rarely watch them. Maybe on Sunday, with my children.

Reporter: Do you watch horror films?

Mrs Bell: Oh, no. I never watch horror films. I hate them!

Reporter: I see. Thank you very much for your answers.

Mrs Bell: You're welcome.

Reporter: Good-bye.

Mrs Bell: Good-bye.

➤ **Key:** Mrs Bell mentions Eight o'clock News, Twenty Questions, Superquiz, The Toy.

## 4. Grammar presentation and practice

### Presentation 1

Play the cassette again. Ask pupils to listen and answer what programmes Mrs Bell likes watching and what programmes she doesn't like. Ps: *She likes the news and quiz shows. She hates horror films.*

Draw the chart (with the days marked) from exercise 5A on the board. T: *How many days a week does Mrs Bell watch the news?* Ps: *Every day.* Put the card with the word 'always' next to the line.

T: *How many days a week does she watch quiz shows? Every day? Not every day?* P: *Not every day.* Put the word 'often' next to the line.

Continue with the other adverbs of frequency. Practise the pronunciation of the adverbs.

### Practice

#### PB, ex. 5A

Pupils read the grammar secret.

#### PB, ex. 5B

Pupils make sentences about Mrs Bell in pairs, then check together. Write one sentence on the board: *Mrs Bell always watches the news.* T: *Where's the subject? (Mrs Bell) Where's the verb? (watches) Where do we put 'always'? (Between the subject and the verb.)*

#### PB, ex. 5C

Pupils make sentences about themselves.

### Presentation 2

Arrange the flashcards with the personal pronouns on the board. Elicit the forms of the verb 'like' which agree with every pronoun and write them next to the pronouns: *I ...* Ps: *like.* T: *You ...* Ps: *like.* Etc.

Write the words 'like', 'read', 'watch', 'do' and 'have' on the board. Elicit the form of the 3rd person singular from pupils and write it on the board. Work out the pronunciation rules together:

after 'k' and the other voiceless consonants – [s], after 'd' and the other voiced consonants or vowels – [z], after [ʃ]. [tʃ] or [s] –[ɪz], 'have' and 'do' have special forms.

**Practice**  
**PB, ex. 6**

Pupils read the grammar secret.

**PB, ex. 7A**

Pupils use the code in the exercise and make sentences about Lisa in pairs.

**PB, ex. 7B**

Pupils say what they do in the evening.

**5. Moving activity (Ball game)**

Say: *I watch cartoons* and throw the ball to P1. P1 makes a sentence, using adverbs of frequency, e.g. *I often watch cartoons* and throws the ball back. Etc.

**6. Workbook activities**

**Ex. 7**

Work out the spelling rules together. 'Play' has a vowel+y, we just add s. 'Study' has a consonant+y, y becomes i and we add es.

**Ex. 8**

➔ **Key:** do, watch, love, walk, come, read, go, like, loves, watches.

**Ex. 9**

Pupils make sentences about Ellie using the model.

**7. Round-up**

Ask pupils what programmes or films they never watch. P: *I never watch the news.*

**Homework**

PB, ex. 5A. 6; WB, ex. 6 (you can see a kite), 10.

**LESSON 3**

<b>Aim</b> To develop speaking skills (interviewing people)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Present Simple (negative sentences and questions); object pronouns	<b>You will need</b> Flashcards with programmes and adverbs

**1. Warm-up**

Ask questions. T: *Do you often watch cartoons? Do your parents always watch the news? Do you sometimes watch music programmes?* Etc.

- Sight reading of the vocabulary.

**2. Checking homework**

 **3. Shell story (PB, ex. 8A)**

Pupils look at the pictures: *Who can you see? (Slobby and Slimy.) What are they doing? What's the woman's job? (A reporter.) What is she doing? (She's interviewing Slobby and Slimy.)* Write the names Slobby and Slimy on the board: *What do they like watching?*

Tapescript (in PB)

➔ **Key:** They like watching horror films and cartoons.

T: *Why is the reporter angry? (Slimy took her camera.)*

**PB, ex. 8B**

Pupils work in pairs.

**4. Grammar practice**

Write the sentences with gaps on the board.

... *you often watch cartoons?* Yes, I ...

No, I ...

... *he often watch cartoons?* Yes, he ...

No, he ...

Elicit the auxiliaries to go in the gaps and write them in. Draw attention to the subject in every sentence.

**PB, ex. 9**

Pupils read the grammar secret together.

**5. Speaking (PB, ex. 10A)**

Read the model together and practise its pronunciation. Take one flashcard with a programme and demonstrate the conversation with yourself and one or two pupils. Then give out flashcards of

programmes to children. They need to interview everyone in the group.

**PB, ex. 10B**

Pupils report to the class what they have found out about their classmates (one fact or more).

**Ex. 12**

**Ex. 13**

**6. Workbook activities**

**Ex. 11**

**7. Round-up**

Pupils ask you about your favourite programmes.

**Homework**

PB, ex. 8A , 9; WB, ex. 14 (**Key:** watch, favourite, it, programmes, super, sometimes, films, never), 15.

**LESSON 4**

<b>Aim</b> To present and practise grammar, to develop speaking skills (telling a story)	<b>Vocabulary</b> Think – thought	<b>Grammar</b> Articles
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Past Simple (regular and irregular verbs)	<b>You will need</b> Flashcards with regular and irregular verbs; flashcards with ‘a’ and ‘the’

**1. Warm-up**

T: *What day is it today?* Ps: *It’s Friday.* T: *What do you always/often/sometimes do on Friday?*

sentence. *The reporter is mentioned for the second time, ‘a’ or ‘the’? (‘the’.)* Demonstrate the same with the word ‘camera’.

**2. Checking homework**

**5. Speaking (PB, ex. 13A)**

Revise the past forms of the verbs from the exercise. Pupils look at the pictures and make up a story, using the prompts. Draw their attention to the fact that they should change the verbs into the Past Simple. Pupils work in pairs and then retell the story sentence by sentence in turn.

 **3. Reading (PB, ex. 11A)**

Pupils look at the pictures and read the titles of the poem. T: *Do the girls like TV?* Pupils listen to the poems, following the text.

Tapescript (in PB)

**PB, ex. 11B**

Pupils work in pairs.

➔ **Key:** Tanya – 2, 3, 4, 5; Natalie – 1, 6, 7.

**Shared reading**

**PB, ex. 11C**

Ask pupils what they think about TV.

 **PB, ex. 13B**

Play the cassette. Pupils listen to the story on the cassette and compare it with theirs.

Tapescript

*The policeman took a dog and ran after the monsters. Slimy climbed a tree and Slobby hid in a box. The dog found the tree and started barking. Slimy had an idea. He said: “Meow, meow”. The policeman thought: “It’s a cat” and went away. Then the dog found the box and started barking again. Slobby said: “Squeak, squeak, I’m a mouse.” The policeman opened the box and saw Slobby. He took the camera, but Slobby ran away.*

**4. Grammar presentation and practice (PB, ex. 12)**

Pupils read the grammar secret. Arrange the flashcards ‘a’ and ‘the’ on the board: *These are articles. ‘Reporter’, ‘camera’, are they nouns, verbs or adjectives? (Nouns.) The articles are used with nouns.* Read the first sentence: *Slobby and Slimy saw a reporter. The reporter is mentioned for the first time, ‘a’ or ‘the’? (‘a’.)* Read the second

**6. Moving activity (Sit on the right chair)**

Pupils stand in 2 or 3 columns. Put the flashcards with ‘a’ and ‘the’ on two chairs. Say sentences with nouns which have either ‘a’ or ‘the’. The first pupils need to run and sit on the right chair. The pupils who sit on the right chair score a point for their team.

## 7. Workbook activities

### Ex. 17

➔ **Key:** a, a, the, a, the, the, the, the.

### Ex. 18

Write the key words on the board and make sure pupils understand them: *Nouns*, 'programme', *is it a noun?* (Yes.) 'Often', *is it a noun?* (No.) Etc.

## 8. Round-up

Ask the pupils who they liked most in the story: Slobby, Slimy, the dog or the policeman.

### Homework

PB, ex. 11A , 12; WB, ex. 16 (**Key:** stopped, asked, took, ran, had, wanted, liked, saw, was), 19.

# LESSONS 5–8. WHAT'S ON TV TODAY?

## LESSON 5

<b>Aim</b> To present and practise vocabulary and grammar to develop speaking skills (telling the time)	<b>Vocabulary</b> Quarter past six, half past six, ten to six	<b>Grammar</b> Prepositions of time: <i>in, on, at</i>
<b>Pronunciation and phonics</b> Sounds: [ɔ:], [ɑ:], [ə] Letter secrets: qu=[kw]	<b>Recycling</b> What time is it? It's six o'clock; the Present Continuous	<b>You will need</b> A model of a clock, flashcards with adverbs of frequency

## 1. Warm-up

T: *What month is it now? What date is it today? What day is it today? What time is it?*

## 2. Checking homework

## 3. Vocabulary presentation and practice

### Presentation

Take a model of a clock. T: *What time is it?* P: *It's 6 o'clock.* Move the minute hand to 6.05. *What time is it? It's five past six.* Move the minute hand to 6.10, 6.20, 6.25 and elicit the time from pupils. Move the minute hand to 6.15: *What time is it? It's quarter past six.* Move to 7.15: *What time is it?* P: *It's quarter past seven.* Etc. Move the minute hand to 6.30: *It's half past six.* Move to 7.30. P: *It's half past seven.* Etc. Move the minute hand to 6.55. *What time is it? It's five to seven.* Draw a clock face on the board and divide it into two halves. Write 'past' on the right half and 'to' on the left. Explain to pupils that when the minute hand is on the right half, we use 'past', when it is on the left half, we use 'to'. Move the minute hand to 6.50, 6.40, 6.35 and elicit the time from pupils. Move the clock hand to 6.45: *It's quarter to six seven.* Move to 7.45. P: *It's quarter to six eight.*

### Pronunciation

[ɔ:] – *quarter.*  
[ɑ:] – *half past.*  
[ə] – *quarter to six.*

### Letter secrets

qu = [kw]  
T: *Quiz – how many sounds are there? (Four.) How many letters are there? (Four.) The letters 'qu' give the sounds [kw].*

### Practice

Move the minute and the hour hands and ask pupils to tell the time.

### 'What time is it?'

Hand out slips of paper to pupils with a clock and the time on it. Pupils walk round the classroom, asking and answering questions. P1: *What time is it?* P2: *It's quarter to four.* After each conversation pupils exchange the slips and find another partner.

## 4. Chant "What time is it?" (PB, ex. 2)

Play the chant. Pupils listen and answer the question 'When do the monsters swim in the sea/climb a tree/watch TV?'

Tapescript in PB

### Shared reading

Two groups: Slimy and Slobby.

### 5. Vocabulary practice (PB, ex. 3)

T: *Look at the pictures and name the time. What programmes are these?* Ps: *a nature programme, a sports programme, the news, a cartoon, a romantic film, a horror film.* Think of one picture. Ps: *What time is it?* Tell the time and pupils guess the programme. Then pupils play the guessing game in pairs.

### 6. Grammar presentation and practice (PB, ex. 4)

Read the adverbs together. Check their meaning by arranging them on the board and put 7 ticks next to 'always', 5 ticks next to 'usually', etc., till you get to 'never' – no ticks. Then write: I get up at 7. T: *Where do you put 'always'?* Between 'I' and 'get'. *I always get up at 7.* Then pupils make their true sentences and check together.

Write three columns: 'in', 'on' and 'at'. Read the first sentence from exercise 4: *I get up at 7 o'clock.* 7 o'clock, 'in', 'on' or 'at'? Ps: 'at'. Write the phrase in the 'at' column. Go through all the sentences.

### PB, ex. 5

Pupils read the grammar secret.

### 7. Workbook activities



#### Ex. 1

Tapescript

It's half past six.  
It's five past eight.  
It's half past seven.  
It's quarter past six.  
It's eight o'clock.  
It's quarter to eight.

#### Ex. 4

➔ **Key:** 1. at, 2. on, 3. in, 4. at, 5. in, 6. on, 7. in.

### 8. Round-up

T: *What time is it now?* Pupils tell you the time.

#### Homework

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

## LESSON 6

<b>Aim</b> To develop reading skills (scanning a text), to develop writing skills (writing a TV programme)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> A clock made of cardboard, a newspaper or a magazine with a TV guide

### 1. Warm-up

- Chant "What time is it?"

Take the cardboard clock, show different times, pupils tell the time. P: *It's quarter to eight.*

- 'Read my lips'.

Articulate the time with your lips only. Pupils guess it.

### 2. Checking homework

### 3. Reading (PB, ex. 6A)

T: *I'm going to watch TV today. Are you going to watch TV today?* Ps: *Yes.* T: *I'm going to watch my favourite programme. It's a quiz show 'Who wants to be a millionaire?'* T: *When is it on? Is it on on Monday? Or maybe on Tuesday? Let me see.*  
Take the TV guide.

T: *Do you know what this is? It's a TV guide. Now, when is my favourite quiz show on? Let me see. It's on at half past seven.* Say that today you are going to read a TV guide in English.

Now pupils look at the pictures and read what these people like watching. Write the names of the people on the board.

#### PB, ex. 6B

T: *TV guide, Channel 1, Channel 2. How many channels have you got? Point to the people on the board. What are they going to watch?* Demonstrate the task with the first character, then pupils work independently.

➔ **Key:** Mr Bell – Sportworld, International football; Mike – UK Top 10, Top of the Pops; Liz – Animal Planet, Animal Talk; Mrs Bell – Superquiz, Puzzles.

#### PB, ex. 6C

➔ **Key:** 1T, 2E, 3F, 4T, 5F, 6T.

#### 4. Writing (PB, ex. 7)

Pupils work in groups. Give them sheets of paper and allow them to use their imagination. Mistakes are not so important at this stage. They can draw pictures as well. Then arrange their works in the classroom and let them walk around and choose the most interesting programme.

#### 5. Moving activity

Pupils play in pairs. One pupil shows the time with his/ her body: e.g. one arm is on the hip, it is the hour hand, the other arm is stretched, it is the minute clock. The partner guesses the time. Then they swap roles.

#### 6. Workbook activities

##### Ex. 6

Tapescript (in WB)

##### Ex. 7A

Tapescript

1

A: Dad, do you know what time it is?  
 B: It's half past twelve. Why are you asking?  
 A: Your favourite news programme is on!  
 B: Oh, so it is. Thank you, dear. I'll watch it then.

2

A: Go to bed, Daniel.  
 B: Oh, mum, please. I don't want to go to bed. There's an interesting horror film on TV tonight.  
 A: When is it on?  
 B: At quarter past nine. I really want to watch it, Mum.

A: Quarter past nine? Mmmm...  
 B: Mum, please. It's Sunday tomorrow!  
 A: Oh, OK.  
 B: Hurray!

3

A: Switch on the TV, quick!  
 B: Why?  
 A: It's twenty to seven! The match is starting!  
 B: Oh, no, not football again!

4

A: Oh, what a boring day.  
 B: Yes, it is. Let's have a look at the TV programmes. What time is it?  
 A: It's ten past twelve.  
 B: Oh, there's a cartoon on! On Channel 3! At ten past twelve!  
 A: Great! Let's watch it.

5

A: Mum, can you help me with my homework? It's a project about monkeys. Do you know very much about them?  
 B: No, James, I don't. But... we can watch Animal Channel! Every Thursday there's a programme about monkeys on.  
 A: When is it on?  
 B: Let me see. At five to four.  
 A: I'll watch it then. Thank you, Mum.

➔ **Key:** 1B, 2D, 3A, 4E, 5C.

##### Ex. 8

#### 7. Round-up

Ask pupils what programmes they are going to watch this evening. P: *I'd like to watch a cartoon.*

##### Homework

WB, ex. 7B, 9.

### LESSON 7

<b>Aim</b> To present and practise grammar, to develop listening skills (listening for gist)	<b>Vocabulary</b>	<b>Grammar</b> The Present Simple and the Present Continuous
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> A ball

#### 1. Warm-up

• Chant "What time is it?"  
 T: *What day is it today? What do you usually do on Friday? What do you often do on Friday? What do you sometimes do on Friday? What do you never do on Friday?*  
 T: *What are you doing now? Are you standing? Are you sitting? Are you answering my questions? Are you talking to your friend?*

#### 2. Checking homework

#### 3. Grammar presentation and practice (PB, ex. 8)

Pupils look at the pictures and read about the characters in the book (what they usually do). Write 'usually' on the board. T: *What does Mr Wilson*

usually do? (He drives children to school.) Write 'drives' under the word 'usually'. What does Mrs Harrison do? (She cooks at the school canteen.) Write 'cooks' under the word 'usually'. T: 'drives', 'cooks', what tense is it? The Present Simple Tense. Write 'now' on the board. Pupils look at the next pictures and read the captions. T: What is Mr Wilson doing now? (He's cooking.) Write 'is cooking' under 'now'. What is Mrs Harrison doing now? (She's driving.) Write 'is driving' under 'now'. T: 'is cooking', 'is driving', what tense is it? It's the Present Continuous Tense.

**PB, ex. 9**

Pupils read the grammar secret.

 **4. Listening (PB, ex. 10A)**

Pupils look at the picture. T: *Who are the people? What are they doing? What are the monsters doing?* Then children listen and remember the people's names.

Tapescript

Slimy: Slobby, look! That's the girl! We saw her at the library.

Slobby: What's her name?

Slimy: Maggie, Maggie Fletcher. Remember?

Slobby: Oh yes, I like her. What's she doing?

Slimy: She's playing badminton with a boy.

Slobby: What's his name?

Slimy: James, James Fletcher. He's Maggie's brother. They're pupils at Mayflower School.

Slobby: Mayflower School? OK, who's that man?

Slimy: Where?

Slobby: Over there, he's washing the car.

Slimy: Washing the car? That's Maggie's dad. His name's ... Robert. He's a teacher.

Slobby: I see. Who's that woman? She's working in the garden.

Slimy: Oh, that's Maggie's mum. Her name's Jennifer. She works in the office.

Slobby: Right. Who's that red monster?

Slimy: It's their cat Fluffy! Ahhhh!

➤ **Key:** Jennifer Fletcher, Robert Fletcher, James Fletcher, Maggie Fletcher.

**PB, ex. 10B**

➤ **Key:** Maggie and James are pupils at Mayflower School, now they are playing badminton; Robert is a teacher, now he's washing his car; Jennifer works in an office, now she's working in the garden.

**5. Grammar practice (PB, ex. 11)**

Practise making the *ing*-form with the verbs in the help box. Then pupils prepare their presentations using the model.

**6. Moving activity (Ball game)**

Throw the ball to pupils saying the base form of a verb, the pupils throw it back, adding the ending *-s* to it. T: *watch...* P: *watches*. Play the same game with the *ing*-forms.

**7. Workbook activities**

**Ex. 10**

➤ **Key:** are, is, is, are, am, are, are.

**Ex. 11**

➤ **Key:** is making, is helping, is tidying, is sleeping, is watching, is playing.

**Ex. 12**

➤ **Key:** 1. speaks, 2. is speaking, 3. are working, 4. work, 5. is reading, 6. read.

**8. Round-up**

Ask pupils what they are doing now.

**Homework**

PB, ex. 9B; WB, ex. 13, 14 (**Key:** 1. watches, 2. is watching, 3. wash, 4. am washing, 5. have, 6. are having, 7. am doing, 8. do, 9. is walking, 10. walk).

**LESSON 8**

<b>Aim</b> To develop listening skills (listening for details), speaking skills (making questions in a quiz) and writing skills (writing a letter)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Stars or other shapes cut out of foil

## 1. Warm-up

**T:** *What day is it today? What do you usually do on Monday? What programmes do you usually watch on Mondays? Do you like quiz shows? What quiz shows do you know?*

## 2. Speaking (PB, ex. 12A)

Pupils read and answer the questions in groups. Accept all the answers at this stage.

## 3. Shell story (PB, ex. 12B)

Pupils look at the picture. **T:** *Where are the children? What are they doing?* Then pupils listen and check their answers to the quiz.

### Tapescript

**Host:** Welcome to The Superquiz! Today we've got two teams in the studio: the Shell Team, that's Steve, Maggie and Kevin; and the Seaweed Team with Slobby and Slimy! Welcome! Are you ready?

**Children:** Yes, we are!

**Monsters:** Yes!

**Host:** So, our first question is for the Shell Team. Who made the first cartoon about Mickey Mouse?

**Maggie:** Walt Disney?

**Host:** Well done! The Shell Team get their first point! Question number 2 is for the Seaweed Team: Where's Disneyland?

**Slobby:** It's...it's ...in Disneyland.

**Host:** Oh, no. That's wrong I'm afraid. Disneyland is in the USA. Question number 3. The cartoon about Mowgli is called...

**Kevin:** "The Jungle Story!"

**Host:** Wrong answer again. It's "The Jungle Book".

**Children:** Oh, no...

**Host:** Well, next question: "Jurassic Park" is...

**Slimy:** I know the answer! It's a horror film! It's my favourite!

**Host:** Excellent! One point to the Seaweed Team. Now, question number 5. The cartoon about little black and white puppies is called...

**Maggie:** "101 Dalmatians!"

**Host:** Great! Absolutely right! Now for our next question. What colour is Shrek?

**Slobby:** That's an easy question! Shrek is green.

**Host:** Absolutely right. Now, let's see, the Shell Team have two points, the Seaweed Team have two points, too. Well, isn't it exciting? Who will win? My next question is to the Shell Team. Who is Simba?

**Kevin:** A lion!

**Host:** Correct. Simba is a lion. Now our last question. What's the name of Winnie-the-Pooh's friend? Well, the Seaweed Team, are you ready to answer?

**Monsters:** We...we don't know.

**Host:** That's Christopher Robin. Well, that's the end of our quiz. What do we have here? The Shell Team are the winners!

**Slimy:** I told you I hate questions.

**Slobby:** At least we're on TV.

**Host:** So our prize goes to Kevin, Steve and Maggie. Bring the prize, please!

**Children:** Wow, it's a pearl!

**Kevin:** It's the second magic pearl. We've got it, hurray!

**Monsters:** Oh, no, they've got another pearl!

Ask pupils how many right answers they guessed in exercise 12A.

## 4. Quiz show (PB, ex. 12C)

Invite pupils to organise their own quiz show.

Hand out slips of paper. In pairs pupils think of two questions for the quiz and write them down. (One question on each slip of paper and the answer to it on the back.) The questions could be connected with programmes and films or just be general knowledge questions. Walk round the classroom and help pupils when necessary.

Collect all the questions into a box. Pick the questions one by one, read them aloud and let pupils answer. Give a foil star to the groups who answer the question correctly. At the end of the game count the stars and choose the winner. You may also choose the most interesting question.

## 5. Workbook activities

**Ex. 14**

**Ex. 15**

**Ex. 18**

## 6. Round-up

Ask pupils what programme or film they would like to watch this evening.

### Homework

PB, ex. 13; WB, ex. 16 (**Key:** Across: 1. Mowgli, 2. Simba, 3. Disneyland, 4. dinosaurs, 5. Terminator, 6. comedy. Down: Minnie), 17 (**Key:** 1b, 2b, 3a, 4b).

## LESSON 9

<b>Aim</b> To test vocabulary and grammar/ speaking	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The tests

Choose one of the tests: Vocabulary and Grammar test 3, Speaking test 3.

## LESSON 10 (READER: THE HISTORY OF CARTOONS)

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader; a notebook with 'moving pictures'

### 1. Warm-up

T: *Do you like cartoons? Do you often watch cartoons? What's your favourite cartoon?*

### 2. Wordbank (Reader, ex. 1, 2)

Take a notebook and draw a man on every page in the same place but in a slightly different pose. Then leaf through the notebook very fast and produce the effect of a moving man. T: *Look! The man is moving! Moving pictures! Cartoons are moving pictures.*

Ask concept questions to check understanding of the vocabulary: *What is round? (A clock, a ball, a table, a balloon, etc.) How many dwarfs did Snow White meet? (Seven.)*

### Ex. 5

➤ **Key:** 1. ... made the first cartoon with a character. 2. ... was the first cartoon character. 3. ... was the first cartoon series. 4. ... became the most popular cartoon character in the world. 5. ... made the first cartoon with sounds. 6. ... was the first long cartoon. 7. ... was the first computer cartoon.

### Ex. 6

➤ **Key:** 1. Minnie Mouse, 2. Snow White.

### 5. Writing (Reader, ex. 7)

### 3. Reading for gist (Reader, ex. 3)

Pupils read the sentences and predict if they are true or false. Then children listen, read silently and check their predictions.

➤ **Key:** 1F, 2F, 3T, 4F, 5T.

### 4. Reading for details (Reader, ex. 4–6)

#### Ex. 4

➤ **Key:** 1D, 2E, 3C, 4B, 5A.

### 6. Round-up

Arrange pupils' drawings and stories about their favourite cartoon characters on the walls around the classroom. Pupils walk around and read the stories.

# UNIT 4.

# CHRISTMAS IS COMING

By the end of the unit pupils will be able to:

- offer food and accept or reject offers politely
- talk about meals in their family
- talk about quantity
- talk about celebrating Christmas

## LESSONS 1–4. WHAT'S FOR BREAKFAST?

### LESSON 1

<p><b>Aim</b> To present and practise vocabulary; to present and practise grammar; to develop listening skills (listening for gist and details)</p>	<p><b>Vocabulary</b> Jam, toast, bacon and eggs, a sandwich, a biscuit, a roll, cornflakes, sugar, pepper, butter, honey, salt, a glass of juice, a cup of tea, a cup of coffee, a cup of cocoa; Would you like ... ? Yes, please. / No, thank you. Anything else?</p>	<p><b>Grammar</b> Countable and uncountable nouns; <i>a / some</i></p>
<p><b>Pronunciation and phonics</b> Reduction: [əv] a cup of tea Sounds: [θ], [ð] Rising intonation of polite offers</p>	<p><b>Recycling</b> <i>There's / there are,</i> to go swimming, to go to the country/ seaside/ river/ mountains</p>	<p><b>You will need</b> Flashcards with foods, real life objects (salt, pepper, a tea cup, a coffee cup, a lump of sugar)</p>

#### 1. Warm-up

T: *Hello! How are you? Do you like winter? Do you like winter holidays? Where do you usually spend your winter holidays? What do you do in the holidays?*

#### 2. Listening (PB, ex. 1A)

T: *Where's Pavel from? Pupils look at the picture. What is he doing? Where is he phoning? Listen and answer the question.*

##### Tapescript

Pavel: Hello! Can I speak to Steve, please?  
Steve: Yes, speaking.  
Pavel: Hello, Steve! It's me, Pavel.  
Steve: Hi, Pavel! How are you?  
Pavel: I'm fine, thank you. And how are you?

Steve: I'm OK.

Pavel: I'm going to Britain on holiday!

Steve: Great! When are you coming?

Pavel: On the 20th of December.

Steve: Are you coming with your parents?

Pavel: No, with our class. We're going to spend a week there. Can I stay in your house?

Steve: Sure! My parents will be happy!

Pavel: Thank you. Good-bye!

Steve: Bye! See you soon.

➤ **Key:** He's phoning Steve because he's going to Britain.

#### PB, ex. 1B

Read the questions together and see if the pupils can answer the questions. Pupils listen again and check the answers.

➤ **Key:** 1. on the 20th of December, 2. with his classmates, 3. at Steve's place.

### 3. Vocabulary presentation and practice

#### Presentation

T: Look at the picture. Pavel is in Britain. It's morning. Steve and Pavel are going to have breakfast. Take real food out of a bag: *What can you have for breakfast?* Then present the vocabulary using the flashcards.

#### Pronunciation

[əv] – a cup of tea, a cup of coffee, a cup of cocoa, a glass of juice.

#### Practice

##### PB, ex.2

Pupils read the picture dictionary.

#### 'What am I eating?'

Mime that you are putting jam on a roll. Pupils guess what you are eating. Then pupils take over your role or pupils play in pairs.

### 4. Reading (PB, ex.3)

Pupils read the conversation and answer the question.

➔ **Key:** Some cornflakes, tea with milk and sugar.

Then pupils listen to the conversation and practise reading it.

Tapescript (in PB)

#### Pronunciation

[θ], [ŋ] – anything else.

Practise the rising intonation: *Would you like a sandwich? No, thank you. Sugar? Yes, please. Milk? Tea with milk? Anything else? No, thank you.*

#### Shared reading

Roles: Pavel, Steve.

### 5. Grammar presentation and practice

Take three sweets. T: *Can you count the sweets? How many sweets? 1, 2, 3!*

Take a glass of water. T: *Can you count water? No, you can't.* Write on the board: 'a sweet – countable', 'water – uncountable'

#### PB, ex. 4

Pupils read the grammar secret.

T: *Jam*, is it countable or uncountable? (Uncountable.) Do we use 'a' or 'some'? ('some') *Sandwich*, is it countable or uncountable? (Countable.) Is it

singular or plural? (Singular.) Do we use 'a' or 'some'? ('a') *Sandwiches*, is it countable or uncountable? (Countable.) Is it singular or plural? (Plural.) Do we use 'a' or 'some'? ('some')

### 6. Moving activity (Jump or clap)

Say countable and uncountable nouns. If it is countable, pupils clap; if it is uncountable, they jump.

### 7. Workbook activities



#### Ex. 1

Tapescript (in WB)

➔ **Key:** Juice, biscuit, cocoa, sandwich



#### Ex. 2

Tapescript

Maggie: Lisa, what would you like for breakfast?

Lisa: I'd like a roll, please.

Maggie: With honey?

Lisa: No, with jam.

Maggie: Here you are. Would you like tea or coffee?

Lisa: No, thank you. I'd like a cup of cocoa, please.

Maggie: OK, here you are. Kevin, what would you like for breakfast?

Kevin: I'd like some bacon and eggs.

Maggie: Would you like a glass of juice?

Kevin: Yes, please.

Maggie: Here you are. Anything else?

Kevin: No, thank you.

Maggie: And I'd like some toast with butter and a cup of tea.

➔ **Key:** Lisa – a roll with jam, a cup of cocoa; Kevin – bacon and eggs, a glass of juice; Maggie – toast with butter and a cup of tea.

#### Ex. 3

#### Ex. 4

➔ **Key:** some, an, some, some, a, some, an, a, some, some, some, a.

### 8. Round-up

T: *What do you usually have for breakfast?*

#### Homework

PB, ex. 2, 3 , 4, 5; WB, ex. 5 (**Key:** 1. biscuit, 2. bacon, 3. butter, 4. honey, 5. coffee, 6. roll, 7. toast, 8. milk, 9. egg, 10. sugar), 6.

## LESSON 2

<b>Aim</b> To present and practise grammar, to develop speaking skills (offering food)	<b>Vocabulary</b>	<b>Grammar</b> <i>some / any</i>
<b>Pronunciation and phonics</b> Reduction: some [səm] Linking: is_there_any ...	<b>Recycling</b>	<b>You will need</b> Flashcards of foods, 2 boxes, a cup, some biscuits, some tea

### 1. Warm-up

- Sight reading of the vocabulary. Take the flashcards of foods.  
T: *Are you hungry? Would you like some coffee? Would you like a biscuit?*  
P: *Yes, please. / No, thank you.*
- ‘Guess the word’.  
Spell a word from the active vocabulary and pupils say it or write it.
- ‘Read my lips’.  
Say the words with your lips only and pupils guess the word.

### 2. Checking homework

#### PB, ex. 5

Pupils use flashcards or real foods and role-play the conversation in pairs.

### 3. Grammar presentation and practice

#### Presentation

Present grammar in the form of a guessing game. Put a biscuit into the box but don't show it to pupils. They try to guess what there is in the box. Write on the board: *Is there a ... in the box?*  
P: *Is there a sweet in the box?* Write *'sweet'* in. Write on the board: *There isn't a sweet in the box.*  
Pupils ask questions until they have guessed. Then write on the board: *There's a biscuit in the box.*  
Repeat the same procedure with the plural (biscuits in another box) and the uncountable (tea in the cup).

#### Practice

#### PB, ex. 6

Pupils read the grammar secret. Make sure they pronounce the reduced form of *some* [səm].

#### PB, ex.7

Demonstrate the game by playing it with pupils. Think of a fridge and encourage pupils to ask you

questions using the model in the exercise. Then they play in pairs.

### 4. Chant “Where’s the food?” (PB, ex. 8)

Pupils look at the pictures. Then they listen and answer the question ‘Where’s the food?’

Tapescript (in PB)

➔ **Key:** Slobby ate it because he was hungry.

#### Pronunciation

[z] – [ð] – *is\_there, is there\_any* (linking [r]).

#### Shared reading

2 roles: Slimy and Slobby.

### 5. Moving activity (Please stand up)

Divide pupils into 3 groups: ‘some’, ‘any’, ‘a’. Say sentences similar to the ones in the grammar secret. If pupils hear their word, they stand up.

### 6. Workbook activities

#### Ex. 7

➔ **Key:** 1. There are, 2. There's, 3. There's, 4. There are, 5. There's, 6. There are.

#### Ex. 8

➔ **Key:** any, any, some, any, any, some, a, a, a.

### 7. Round-up

T: *What's your favourite food?* P: *My favourite food is bananas, chicken, etc.*

#### Homework

PB, ex. 6, 8; WB, ex. 9 (**Key:** was, were, was, isn't, aren't), 10, 11.

## LESSON 3

<b>Aim</b> To present and practise grammar; to develop listening skills (listening for details), reading skills (reading for details)	<b>Vocabulary</b>	<b>Grammar</b> <i>Much, many; how much, how many</i>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Flashcards with foods

### 1. Warm-up

- Chant “Where’s the food?”

### 2. Checking homework

### 3. Grammar presentation

Write two gapped sentences on the board: *‘How \_\_\_\_\_ apples?’ ‘How \_\_\_\_\_ butter?’* Complete the sentences together with pupils. Give more examples eliciting ‘much’ or ‘many’ from pupils to work out the rules: ‘much’ is used with uncountable nouns; ‘many’ is used with countable nouns.

#### **PB, ex.9**

Pupils read the grammar secret.

Lisa: Here you are. How much butter do we need?

Maggie: 150 grams.

Lisa: OK. How much flour?

Maggie: 75 grams.

Lisa: 75 grams. How much water?

Maggie: A glass of water.

Lisa: A glass of water. How many nuts?

Maggie: Ten.

Lisa: Here are the nuts. How much sugar do we need?

Maggie: 200 grams.

Lisa: 200 grams. Everything is ready. Oh, no, what about salt? Do we need any salt?

Maggie: Yes, just a little. Here it is, let’s start.

#### **PB, ex. 10B**

Pupils listen again and write the answers.

➔ **Key:** 3 apples, 150gr of butter, 75 gr of flour, a glass of water, 10 nuts, 200 gr of sugar, some salt.

### 4. Listening (PB, ex.10A)

T: *What do the girls need to make ‘Apple dessert’?*

P: *Apples, butter, flour, etc.*

T: *What questions does Lisa ask?*

Pupils write in their exercise-books. *‘How many apples?’ ‘How much butter?’ ‘How many nuts?’ ‘How much sugar?’* Etc.

Then pupils listen to the cassette and check their questions.

#### *Tapescript*

Maggie: Lisa, let’s make “Apple dessert” for Christmas dinner.

Lisa: Good idea. What do we need?

Maggie: OK. Apples, sugar, butter, flour...

Lisa: Flour?

Maggie: Yes. We also need some water, nuts and ice-cream.

Lisa: How many apples do we need?

Maggie: Let me see... Three ... Three apples.

### 5. Reading (PB, ex.11)

T: *Do you like apples? Do you like apple dessert?*

➔ **Key:** B, D, F, A, E, C.

### 6. Workbook activities

#### **Ex. 12**

➔ **Key:** many, much, much, much, many, much, many, much, many.

### 7. Round-up

T: *Can you cook? Would you like to cook apple dessert?*

#### **Homework**

PB, ex. 9, 12; WB, ex. 13.

## LESSON 4

<b>Aim</b> To develop reading skills (reading for gist and details), speaking skills (describing meals)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Flashcards with foods

### 1. Warm-up

Write on the board: *'I eat a lot of ...'*, and ask pupils to complete these sentences telling the truth about themselves.

### 2. Checking homework

### 3. Reading (PB, ex. 13A)

T: *We live in Belarus. What food do we eat? (Potatoes, pasta, apples, etc.) When do you have breakfast / lunch / dinner? Where do you have lunch? At home or at the canteen? Steve and Maggie live in Britain. What food do people eat in Britain?*

Pupils look at the pictures and say what they can see. Then they read and match the paragraphs to the pictures. Pupils don't need to understand every word to do this exercise. Teach them to do the task using the key vocabulary, e.g. *'bacon and eggs'* – they can see it in the picture.

➔ **Key:** 1C, 2A, 3D, 4E, 5B.

#### **PB, ex. 13B**

➔ **Key:** A – lunch, B – breakfast, C – dinner.

#### **PB, ex. 13C**

Read the questions together and ask pupils where they are going to find the answers, e.g. Question 1 – Paragraph 1. The pupils answer the questions, first in pairs and then check all together.

### 4. Moving activity (The right step)

Pupils stand in a column. Make true and false statements about meals in Britain. Children make

a step to the right if it is true, and they make a step to the left, if it is false.

#### **Option (Fruit and vegetables)**

Divide children into 2 groups: fruit and vegetables. Name different fruit and vegetables. Pupils stand up when they hear their word.

### 5. Speaking (PB, ex. 14)

Copy the help box to the board. Make the first sentence together. *'We usually have breakfast at 7 o'clock'*.

### 6. Workbook activities

#### **Ex. 16**

➔ **Key:** many, much, much, many.

#### **Ex. 17**

### 7. Round-up

T: *Do you drink tea with milk? What do you eat at Christmas? How many meals a day do you have? Where do you have lunch? Do you take a 'packed lunch' to school? Etc.*

#### **Homework**

PB, ex. 13a; WB, ex. 14, 15 (**Key:** 1 – cucumber, 2 – rice, 3 – lemon, 4 – fish, 5 – pepper), 18 (**Key:** from, breakfast, a glass, butter, takes, sandwiches, for).

# LESSONS 5–8. CHRISTMAS TRADITIONS

## LESSON 5

<b>Aim</b> To present and practise vocabulary; to develop listening skills (listening for gist and details)	<b>Vocabulary</b> A stocking, a fireplace, a cracker, a Christmas card, a carol, an ornament, an angel, lights, presents, tinsel, to celebrate Christmas, to decorate a Christmas tree, to send Christmas cards, to hang stockings, to sing carols, to pull crackers, to get presents	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Present Continuous, <i>there's / there are</i>	<b>You will need</b> Flashcards with Christmas objects; real life objects (a cracker, a Christmas card, some tinsel, lights, ornaments)

### 1. Warm-up

T: *Do you like holidays? What's your favourite holiday? What holidays do people celebrate in winter? Do you like Christmas? Is there a Christmas tree in your house now? When do you usually put up a Christmas tree?*

### 2. Checking homework

### 3. Vocabulary presentation and practice (PB, ex. 1A)

#### Presentation

Draw a room on the board: in the room there is a Christmas tree and a fireplace. 'Decorate' the room attaching the flashcards in the right places on the board.

**Sight reading** of the vocabulary

#### What's missing?

Children close their eyes and you hide one of the flashcards. They open their eyes and say what is missing.

#### Practice

#### PB, ex. 1A

Pupils read the picture dictionary.

#### PB, ex. 1B

Pupils say as many sentences as they can in pairs. Then have a competition: the pupil who says the last sentence is the winner.

#### PB, ex. 2

Pupils read the sentences, take a decision and report it to the class using the model.

### 4. Listening (PB, ex. 3A)

Pupils listen to Pavel and answer the question.

#### Tapescript

Pavel: Good morning, Mr Hunter. What time is it?

Mr Hunter: It's 7 p.m., Pavel.

Pavel: What are you doing, Mr Hunter?

Mr Hunter: I'm writing a Christmas card. We always send Christmas cards to friends and family.

Pavel: I see. Mrs Hunter?

Mrs Hunter: Yes, Pavel?

Pavel: What are you doing?

Mrs Hunter: I'm decorating our Christmas tree. Look! Isn't it beautiful?

Pavel: Yes, it is. Steve, what are you doing?

Steve: I'm putting the angel on the top of the tree.

Pavel: What is Lucky doing?

Steve: He's playing with the tinsel. Lucky, stop it!

Pavel, what are you doing?

Pavel: I'm practising my English!

➔ **Key:** He's practising his English.

#### PB, ex. 3B

Pupils work out whether the sentences are true or false in pairs.

➔ **Key:** 1F, 2T, 3T, 4F, 5T.

#### PB, ex. 3C

Pupils listen again and check.

### 5. Moving activity (Miming game)

Mime pulling a cracker (singing a carol, writing a card, etc.) and pupils guess the phrase: *Are you pulling a cracker? Are you singing a carol?* Etc. Then ask a pupil to take over your role.

## 6. Workbook activities



Ex. 1

Tapescript (in WB)

Ex. 5

## 7. Round-up

T: *What are you going to do at Christmas?*

### Homework

PB, ex. 1; WB, ex. 2 (**Key:** a Christmas tree), 3, 4, 5.

## LESSON 6

<b>Aim</b> To develop reading skills (reading for gist), speaking skills (telling a story) and writing skills (writing a Christmas card)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Sounds: [ð], [θ], [ŋ]	<b>Recycling</b> The Past Simple; <i>a/an, some, any</i> ; prepositions <i>in, on, at</i>	<b>You will need</b> Flashcards with Christmas objects; some Christmas cards

### 1. Warm-up

- Sight reading of the vocabulary.

T: *Let's play a game. What do people do at Christmas? The pupil who says the last sentence will be the winner.*

### Tapescript

Slimy decorated a cactus. Slobby hung old boots on the fireplace. Slobby sang Christmas carols. Slimy sent a letter to Santa. Soon he got a present. He opened the box and saw a big crab. Ahhh! The monsters ran away.

### 2. Checking homework

### 3. Song "Jingle, bells!" (PB, ex. 4)

Pupils look at the picture and work out the meaning of the words 'sleigh' and 'bobtail' (a horse tail that has been cut short). Then they listen to the song and follow the lyrics.

Tapescript (in PB)

#### Pronunciation

[ð] – *the way, all the way, jingle all the way.*

[θ] – *through, through the snow, dashing through the snow.*

[ŋ] – *jingle, dashing, laughing, ring, making, sing, song, sleighing.*

### 4. Speaking (PB, ex. 5A)

Check that pupils remember the past forms of the verbs. Then they look at the pictures and say sentences to make up a story. First they work in pairs using the starting sentence as a model, and then you go through the story together.



PB, ex. 5B

Pupils listen to the story and compare it with theirs.

### 5. Reading (PB, ex. 6A)

Show some Christmas cards and ask: *Do your parents send any Christmas cards? Steve's family has received a lot of cards. Read them and answer the question.*

➤ **Key:** Steve's parents are Linda and David, Chris is his cousin.

Read the cards together and make sure children understand them. Draw their attention to the conventions of writing a card: it starts with 'Dear ...' and ends with 'Love', 'Yours' or 'Best wishes to ...'

### 6. Workbook activities

Ex. 8

➤ **Key:** 1. an, 2. some, 3. any, 4. a, 5. some, 6. any, 7. any.

Ex. 9

Ex. 10

**Key:** 1. on, 2. in, 3. on, 4. at, 5. in, 6. on, 7. in.

### 7. Round-up

T: *Who are you going to write a Christmas card to?*

### Homework

PB, ex. 4 7; WB, ex. 6, 7 (**Key:** was, sang, hung, went, came, put, found).

## LESSON 7

<b>Aim</b> To develop reading skills (reading for gist and details)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Reading transcription	<b>Recycling</b> The Present Continuous, the Present Simple, the Past Simple	<b>You will need</b> A ball

### 1. Warm-up

- Song "Jingle, bells!"
- Ask pupils to make up sentences about Santa Claus. T: *Who will say the last sentence?*

### 2. Checking homework

### 3. Shell story (PB, ex. 8A)

T: *Who can you see? What do the children want to find? How many magic pearls have they got? Listen and say where they found the third pearl.*

Tapescript (in PB)

#### PB, ex. 8B

Pupils say if the sentences are true or false.

➔ **Key:** 1T, 2F, 3T, 4F, 5F, 6T.

#### Reading transcription

Write the most difficult words from the story in transcription (on the board or on flashcards): [ˈsu:pəmə:kɪt], [pɜ:l], [streɪndʒ], [ˈθæŋkjʊ], [ni:d]. Pupils read them in pairs and try to find the corresponding words in the text. Ask pupils to write the words on the board next to their transcriptions. Check pupils' understanding of these words.

#### Shared reading

7 roles: Steve, Maggie, Kevin, Slimy, Slobby, Santa, Pavel.

### 4. Moving activity (Ball game)

Throw a paper ball to pupils and say any verbs from the story in the past form. Pupils throw the ball back to you and say sentences with these verbs, e.g. T: *Caught!* P: *The Seaweed Monsters caught Santa Claus. Kevin caught the pearl.*

### 5. Workbook activities

#### Ex. 11

#### Ex. 13

➔ **Key:** got, wanted, took, pulled, caught, were, said.

#### Ex. 14

➔ **Key:** 1. likes, 2. took, 3. is watching, 4. have, 5. visited, 6. gets up, 7. are writing.

### 6. Round-up

T: *How many magic pearls have the children got? Where did they find them? How many magic pearls do they need to find?*

#### Homework

PB, ex. 8A ; WB, ex. 12, 15.

## LESSON 8

<b>Aim</b> To develop reading skills (cohesion, reading for details), writing skills (writing a letter)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Present Simple, the Present Continuous, the Past Simple, <i>wh</i> -questions	<b>You will need</b> Coloured paper, cardboard, scissors, glue, a small present, music

### 1. Warm-up

- Song "Jingle, bells!"
- 'Guess the word'.

Spell a word from the active vocabulary and pupils say it or write it.

## 2. Checking homework

## 3. Reading (PB, ex. 9)

Tell pupils about the British tradition of pulling crackers at Christmas. Before eating a Christmas dinner people pull crackers. Inside a cracker there is a joke, a paper crown and a small present. Pupils put on the crowns, read their jokes and then have dinner.

Pupils read the jokes and match the answers to the questions.

➔ **Key:** 1C, 2D, 3G, 4A, 5B, 6E, 7F.

### PB, ex. 10

Pupils read the instruction how to make a Christmas cracker and match the sentences to the pictures.

➔ **Key:** C, E, A, D, F, B.

## 4. Writing (PB, ex. 12)

Pupils write Kevin's letter to his parents in their exercise-books or on a sheet of paper. Then check all together.

Suggested answer:

Dear Mum and Dad,

Yesterday we went to the supermarket. We saw Santa there. The Seaweed Monsters took his bag.

They pulled the crackers. The magic pearl was in

the cracker and I caught it. Now I've got three magic pearls.

Your son,  
Kevin.

## 5. Moving activity (Musical chairs)

Put some chairs in a circle. You should have as many chairs as you have pupils in the group. Then remove one chair from the circle. Play the music. Pupils walk around the chairs until the music stops. Then they try to sit on the chairs. The pupil who hasn't got a chair is out. Remove one chair from the circle and continue the game until there is one pupil left.

## 6. Workbook activities

### Ex. 16

### Ex. 17

➔ **Key:** celebrate, lives, stay, went, was, played, made, were, cooked, decorated.

## 7. Round-up

T: *What games do you play at Christmas?*

### Homework

PB, ex. 11; WB, ex. 18 (**Key:** 1a, 2a, 3b, 4a, 5b), 19, 20.

## LESSON 9

<b>Aim</b> To test vocabulary and grammar/ speaking / listening / reading	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The tests

Choose one of the tests: Vocabulary and Grammar test 4, Speaking test 4, Listening Test 2, Reading Test 2.

## LESSON 10 (READER: CHRISTMAS AND NEW YEAR)

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader

## 1. Warm-up

Pupils make sentences about Christmas. T: *Who will say the last sentence about Christmas traditions?*

## 2. Wordbank (Reader, ex. 1, 2)

Ask concept questions to check understanding of the vocabulary: *If a man is rich, what has he got? (A lot of money.) Do you know any rich people?*

*If man is poor, has he got much money? (No.) When do people ride in a sleigh? (In winter.) What time is it at midnight? (It's 12 o'clock.) Where can we see a chimney? (On a house.) Where does a reindeer live? (In the forest.)*

 **3.** Reading for gist (Reader, ex. 3)

Pupils read the sentences and try to fill in the gaps. Then children listen, read silently and check the sentences.

➤ **Key:** 1. December 25th, 2. roast turkey and Christmas pudding, 3. a party hat, a toy or a gift and a joke.

**4.** Reading for detail  
(Reader, ex. 4, 5)

**Ex. 4**

➤ **Key:** 1F, 2T, 3T, 4T, 5F, 6F, 7F.

**Ex. 5**

➤ **Key:** Across: 1. celebrate, 2. chimney, 3. January, 4. reindeer, 5. sing, 6. toy, 7. December, 8. crackers, 9. clothes; Down: Christmas.

**5.** Speaking (Reader, ex. 6)

Pupils speak about the most interesting facts from the text: *'It's interesting that ...'*

**6.** Round-up (Reader, ex. 7)

## OPTIONAL LESSON

**Reader:** It's Christmas Time.

# UNIT 5.

## IN THE CITY OR IN THE COUNTRY

By the end of the unit pupils will be able to:

- describe location of buildings in town
- ask for and give directions
- express necessity and prohibition

### LESSONS 1–4. AROUND THE CITY

#### LESSON 1

<b>Aim</b> To present and practise vocabulary and grammar, to develop listening skills (listening for gist)	<b>Vocabulary</b> A supermarket, a church, a bookshop, a post-office, a swimming-pool, a bank, a pet shop, a hospital, a street, a road, a bridge, a bus stop, traffic lights	<b>Grammar</b> Prepositions: <i>next to, opposite, behind, in front of, between</i>
<b>Pronunciation and phonics</b> Sounds: [ɜ:], [θ], [æ]	<b>Recycling</b> Prepositions: <i>in, on, under</i> , a museum, a cafe, a library, a school, a cinema, a theatre	<b>You will need</b> A ball, a box, flashcards with buildings

#### 1. Warm-up

Pupils stand in a circle. Throw the ball to the children and ask: *Did you have good winter holidays? Did you go to the theatre/ cinema/ museum/ library/ swimming-pool?* Etc.

#### 2. Grammar presentation and practice

##### Presentation

Take the ball and the box and demonstrate the prepositions: *The ball is in the box/ on the box/ under the box/ next to the box/ in front of the box/ behind the box.* Invite two pupils to help you: *Lena, stand next to me. Denis, stand next to me. I'm between Lena and Denis.* (Stand opposite the children.) *I'm opposite Lena and Denis.* Recap the prepositions with the children.

##### Practice

Develop a system of gestures for every preposition using both your hands: one hand is in a fist, the other hand shows the prepositions with the open palm.

E.g. put your palm on the other hand, clenched in a fist – ‘on’, two fists next to each other – ‘next to’, both the palms ‘facing each other’ – ‘opposite’, etc. Show the gestures and say the prepositions. Encourage children to follow you.

##### PB, ex. 1

Read the picture dictionary together.

##### Option

Children can draw the prepositions in their exercise-books: a ball inside a box – ‘in’, on a box – ‘on’, between two boxes – ‘between’, etc.

##### PB, ex. 2

Pupils complete Pavel’s letter.

#### 3. Vocabulary presentation and practice

##### Presentation

Use the map in exercise 3A to introduce the vocabulary. Use concept questions to check understanding: *What can you buy in a super-*

**market/ a pet shop/ a bookshop?** Can you buy books at **the library**? How many buses do you see at **a bus stop**? (One.) Where do people go if they need money? (To the bank.) Draw the traffic lights. What do you do if the traffic light is red? (Stop.) Draw a river and a bridge: *It's a bridge. Is there a bridge in your town?* Etc.

**Sight reading** of the vocabulary

**Pronunciation**

Practise the most difficult words.

[θ] – theatre, [ɜ:] – church, [æ] – bank, cafe, traffic.

**Practice**

Children point to the buildings in the picture in exercise 3A as you name them. Then you play a game. You point to one building in exercise 3A so that pupils don't see it. They guess: *Is it a museum?* Etc. When they guess, they play the same guessing game in pairs.

 **4. Listening (PB, ex. 3A)**

Remind pupils that Pavel is in Britain now. He went to the post-office to send a letter and got lost. Find the three telephone booths in the picture (1, 2, 3). Pupils listen and say where Pavel is now.

*Tapescript*

Steve: 2069577.  
 Pavel: Can I speak to Steve, please?  
 Steve: Speaking.  
 Pavel: This is me, Pavel!  
 Steve: Oh, Pavel! Where are you?  
 Pavel: I'm lost!  
 Steve: Oh, dear!  
 Pavel: Please, help me! What can I do?  
 Steve: Don't worry! What can you see?  
 Pavel: Well, there's a cinema in front of me and there's a bank next to the cinema...  
 Steve: What is there behind you?  
 Pavel: Let me see, there's a swimming-pool behind me.

Steve: Is there a school?  
 Pavel: Yes, there is one between the swimming-pool and the library.  
 Steve: What's the school's name?  
 Pavel: Mayflower School.  
 Steve: It's my school. Now listen ...

➔ **Key:** Number 2.

**PB, ex. 3B**

Pupils read the riddle and guess the place.

➔ **Key:** The church.

**PB, ex. 3C**

Pupils make their own riddles in pairs.

**5. Moving activity**

T: *Tanya, come up to the board. Stand opposite the class. Sasha, stand next to Tanya. Marina, stand between Sasha and Tanya. Vassily, stand in front of Tanya. Zhenya, stand behind Tanya. Alex, stand opposite Marina.* Etc.

**6. Workbook activities**

**Ex. 1**

➔ **Key:** between, in front of, next to, under.

**7. Round-up**

T: *What words have you learnt today? What's your favourite word?*

**Homework**

PB, ex. 1, 3A ; WB, ex. 2 (**Key:** Across: 1. supermarket. Down: 2. museum, 3. hospital, 4. library, 5. bank, 6. church, 7. cinema), 3 (**Key:** 1. next to, 2. behind, 3. in front of, 4. opposite, 5. behind, 6. next to, 7. between, 8. between).

**LESSON 2**

<b>Aim</b> To present and practise grammar, to develop listening skills (listening for gist)	<b>Vocabulary</b> Cross, turn left, turn right	<b>Grammar</b> Straight ahead, along, past, over
<b>Pronunciation and phonics</b> Sounds: [ɜ:], [ɑ:] Letter secrets: ght = [t]	<b>Recycling</b>	<b>You will need</b> Flashcards with buildings, flashcards with names of streets

**1. Warm-up**

• Sight reading of the vocabulary.  
 Revise the prepositions with the gestures.

• 'Guess the word'.  
 Spell a word from the active vocabulary and pupils say it or write it.

## 2. Checking homework

## 3. Grammar presentation and practice

### Presentation

Present the prepositions with the help of a picture on the board. Draw a street, traffic lights, a river, a park and show the way with arrows: *I walk **along** the street, I go **straight ahead**, I go **past** the park, I stop at the traffic lights, then I **turn left**, I **cross** the street, I go over the bridge.* Etc.

### Pronunciation

[ɜ:] – church, turn.

[ɑ:] – park, past the park.

### Practice

Show the new prepositions with gestures and encourage pupils to follow you. Then you say the prepositions, they show the gestures. After that you show the gestures, and children give the prepositions.

### Letter secrets

ght = [t]

T: *Light* – [laɪt] – *How many sounds can you hear? (Three.)* Write the word on the board. *How many letters are there in the word? (Five.)* Why? (*Because three letters 'ght' make one sound [t].*)

### PB, ex. 4

Pupils read the picture dictionary together.

### Option

Pupils draw the prepositions in their exercise-books.

### PB, ex. 5

Make some true sentences about yourself. Then pupils make sentences about themselves.

## 4. Listening and reading (PB, ex. 6A)

Pupils listen to Steve, following the map in exercise 3A and say where Steve's house is.

Tapescript (in PB)

➤ **Key:** A.

### PB, ex. 6B

Pupils read the conversation in pairs.

### PB, ex. 7

Steve is helping Pavel to get to Maggie's house. Pupils read and guess the place.

➤ **Key:** B.

### PB, ex. 8

Pupils practise telling the way: describe the way from Maggie's house to the school as a whole class, then pupils work in pairs.

### Option

Pupils work in pairs. P1 thinks of a building, describes the way from Steve's place to that building. P2 guesses the building.

## 5. Moving activity

Draw the names of some streets and put the flashcards with buildings around the class. Call out different pupils and give instructions: *Go along Apple Street, cross the street, turn left, go past the cafe,* etc.

## 6. Workbook activities

### Ex. 4

## 7. Round-up

T: *How do you get home from school?*

### Homework

PB, ex. 4, 6 ; WB, ex. 5 (**Key:** a church), 6.

## LESSON 3

<b>Aim</b> To develop listening skills (listening for gist), speaking skills (showing the way around the town)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Sound [ɜ:]	<b>Recycling</b>	<b>You will need</b> Flashcards with buildings, flashcards with streets (make them yourself), slips of paper

## 1. Warm-up

- Revise the prepositions with the gestures.
  - ‘Guess the place’.
- T: *You see a doctor there. What is it? (A hospital.)*  
Etc.

## 2. Checking homework

## 3. Speaking (PB, ex. 9A)

Pupils read the names of the buildings. Then they ask questions in pairs using the map and the model.

## 4. Reading and listening (PB, ex. 9B)

Pupils read the conversation and guess the place where the tourist needs to go. They start from the arrow. Then they listen and check their guess.

Tapescript (in PB)

➔ **Key:** the bookshop.

## 5. Speaking (PB, ex. 9C)

Arrange the flashcards around the room to imitate a town.

Model the conversation on the board.

- *Excuse me! How do I get to the ...?*
- *It's not far away. First ... Then ... The ... is ...*
- *Thank you!*
- *You're welcome.*

Pupils work in pairs. A's get a slip of paper where they need to go (e.g. the bank). B's are police officers. Then B's get another slip (e.g. the pet shop) and pupils swap roles.

## 6. Song “Can you tell me the way?” (PB, ex. 10)

Introduce the words before children listen to the song. ‘*Excuse me, sir*’ is a polite way to stop a police officer. ‘*It's far away*’ – show the gesture, ‘*it's not far away*’ – show the gesture. Draw the traffic lights: *It's red. You must stop at the traffic lights*

*when the traffic lights are red.* Then pupils listen to the song and follow the lyrics.

Tapescript (in PB)

### Pronunciation

[ɜ:] – *sir, excuse me sir; turn, turn left, turn right, first turn left, then turn right.*

### Shared reading

Roles: the policeman and the tourists.

## 7. Moving activity

Sing the song “Can you tell me the way?” with movements.

## 8. Workbook activities

### Ex. 7

Tapescript (in WB)

### Ex. 8A

Pupils look at the map, read the instruction and draw the way the children need to go. Then they fill in the prepositions.

### Ex. 8B

Pupils listen and check.

Tapescript

Go along Bear Road, past the cafe and the park. Cross Princess Street and turn left. Then cross Bear Road and go past the bookshop and the church. Go over the bridge and turn right. The theatre is opposite the church.

## 9. Round-up

T: *Do you cross the street when you go home? How do you cross the street? (When the traffic lights are green, I cross the street. When the traffic lights are red, I stop.)*

### Homework

PB, ex. 9B , 10 ; WB, ex. 9 (**Key:** along, past, left, ahead, past, right, past, next to, opposite), 10.

## LESSON 4

<b>Aim</b> To present and practise grammar, to develop reading skills (reading for gist, cohesion)	<b>Vocabulary</b> Drop litter	<b>Grammar</b> <i>must/ mustn't</i>
<b>Pronunciation and phonics</b> mustn't [mʌsnt]	<b>Recycling</b>	<b>You will need</b> A letter

### 1. Warm-up

- Song “Can you tell me the way?”

### 2. Checking homework

### 3. Grammar presentation and practice

#### Presentation

Draw traffic lights and the red light flashing: *The traffic lights! Red! You must stop! You mustn't cross the street!* Check understanding of the words ‘must’ and ‘mustn't’. Practise saying the sentences with the children, check the pronunciation of *mustn't* [mʌsnt].

#### Practice

##### PB, ex. 11

Pupils read the grammar secret.

##### PB, ex. 12

Pupils match the sentences to the pictures.

➔ **Key:** 1E, 2C, 3B, 4F, 5A, 6D.

##### PB, ex. 13

Children make Slimy’s instructions in pairs, then check as a whole class.

### 4. Reading (PB, ex. 14)

T: *Do you like telling jokes? Are jokes always funny?*

Sort out the two meanings of some words. Show a letter: *A letter, who is it from? From my penfriend.* Draw an envelope on the board and write: ‘a letter’. Write: ‘joke’, point to one letter in it and say: *The letter ‘j’.* *How many letters are there in the word ‘joke’?* (Four.)

Pupils match the parts of the jokes.

➔ **Key:** 1C, 2B, 3D, 4A.

### 5. Project work

This project is done individually. Pupils cut out the plan from their WB (Cut-out 1.). They invent names of the buildings and streets. Then they decide where to hide a gold coin and write the place on a slip of paper. It is a secret, they don’t show it to the other pupils, but they write the instructions how to get to the coin under the plan and bring it for the next lesson.

### 6. Moving activity

Some pupils get a slip of paper where they need to go (e.g. the bank). Others are police officers. Then they swap roles.

### 7. Workbook activities

#### Ex. 11

#### Ex. 12

➔ **Key:** school – opposite – next to, behind – in front of – between, over – past – inder – along, in – on – at – library.

#### Ex. 13

➔ **Key:** 1B, 2C, 3A, 4D.

#### Ex. 14

#### Ex. 15

➔ **Key:** 1. hospital, 2. museum, 3. cinema, 4. church, 5. street, 6. supermarket, 7. bank, 8. bridge, 9. post-office.

### 8. Round-up

T: *What must you do?* Ps: *We must do our homework.*

T: *What mustn't you do?* Ps: *We mustn't make much noise. We mustn't be late.* Etc.

#### Homework

PB, ex. 11, 15 (Project).

## LESSONS 5–8. LONDON TOUR

### LESSON 5

<b>Aim</b> To present and practise vocabulary and grammar, to develop listening skills (listening for new vocabulary)	<b>Vocabulary</b> Hyde Park, Trafalgar Square, the British Museum, the Tower of London, Buckingham Palace, the Houses of Parliament, the London Eye, a capital, a double-decker	<b>Grammar</b> Dates
<b>Pronunciation and phonics</b> Linking: the Tower_of London, the Houses_of Parliament, the London_Eye Sounds: [ɔ:], [ŋ], [ɑ:]	<b>Recycling</b> Numerals	<b>You will need</b> Photos or postcards of London sights, a map of Britain, a map of London.

## 1. Warm-up

- Song “Can you tell me the way?”

## 2. Checking homework

Pupils exchange their projects, read the instructions and guess where the coin is hidden.

## 3. Vocabulary presentation and practice

T: *We live in Belarus. Minsk is the **capital** of Belarus. Steve and Maggie live in Britain. London is the capital of Britain* (use the maps). Use photos to introduce the places of interest in London.

### Pronunciation

[ð], [əv] – *the Tower of London, the Houses of Parliament, the London Eye.*

[ŋ] – Buckingham Palace.

[ɑ:] – Parliament, park.

Pupils read the names of the places of interest on the flashcards.

### Listening (PB, ex. 1)

The children are in London. They want to see the city from a double-decker. Show a double-decker in the picture: *What colour is the double-decker? (Red.)* Study the map together and read the names of the places: *Point to Hyde Park, point to Trafalgar Square.* Etc. Then children listen to the guide and follow the route of the bus.

### Tapescript

1

Guide: Good morning, ladies and gentlemen! Welcome to our London Tour. Our first stop is Hyde Park.

Children: Oh, it's beautiful!

Guide: Off we go!

2

Guide: And now we're in Trafalgar Square. You can see Nelson's Column.

Pavel: (whispering) Who is Nelson?

Steve: (whispering) He was a famous admiral.

Pavel: (whispering) I see.

3

Guide: Look at the British Museum! You can see mummies there.

Pavel: Let's go and look at the mummies, Steve.

Steve: Not today, Pavel.

4

Guide: Our next stop is the Tower of London.

Children: Wow! It's very big!

5

Pavel: Oh, it's a big wheel.

Guide: That's the London Eye, the biggest observation wheel.

6

Guide: Let's go over the bridge. You can see the Houses of Parliament.

7

Guide: Our last stop is Buckingham Palace. The Queen lives here.

## 5. Grammar presentation and practice

### Presentation

T: *What date is it today? What month? (January.) What year? (2008 – two thousand and eight.) I was born in 1961, nineteen sixty-one.* Write on the board '1961' and ask pupils to repeat. *My grandfather was born in 1900 (nineteen hundred).* Write the year on the board and ask children to repeat. *My grandmother was born in 1905 (nineteen-oh-five).* Pupils repeat. *My dog was born in 2000 (two thousand) and my cat was born in 2006 (two thousand and six).* Pupils repeat the years. Make sure they make two stresses in the word 'nineteen' ['nain'ti:n].

### PB, ex. 2

Pupils read the grammar secret.

### Practice

Write the sentence 'I was born in 1961' on the board. Rub out the year and put '...'.  
T: *When were you born?* Pupils copy the sentence into their notebooks and write the year when they were born. Walk around and help them to pronounce the years. Before pupils tell you when they were born, practise pronunciation: [ə] – [wəz], [ɔ:], [bɔ:n], *was born, I was born, I was born in 1961.*

Write more dates on the board (1745, 1300, 1990, 2005, 1803) and ask pupils to read them.

### PB, ex. 3

Make sure pupils understand 'was built' before they do the exercise. The dates are written in the same order as the places, e.g. *Nelson's Column was built in 1841, etc.*

## 6. Moving activity

Arrange the flashcards with the places of interest around the classroom. Put the names of streets (Oxford Street, High Street, Park Lane, Green Street) along the rows to imitate streets. Then ask pupils: *Can you tell me the way to Trafalgar Square, please?* Encourage children to show you the way in the classroom, don't worry about the

real location of the places at the moment. Follow the children's instructions. Then ask a pupil to take over your role.

**Ex. 2**

**Ex. 3**

### 7. Workbook activities



**Ex. 1**

Tapescript

1. 1919; 2. 2005; 3. 1800; 4. 1962; 5. 1817; 6. 1615.

### 8. Round-up

T: *Would you like to go to London? Why? What would you like to see in London?*

#### Homework

PB, ex. 1 ; WB, ex. 4 (**Key:** 1. Tower; 2. Palace, Queen; 3. Zoo; 4. Big Ben, bell), 5 (**Key:** 1900, 1066, 1265, 1840, 1753, 1924, 2000, 2005).

## LESSON 6

<b>Aim</b> To develop reading skills (reading for details)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Reading transcription	<b>Recycling</b>	<b>You will need</b> Photos of London places of interest; slips of paper with words

### 1. Warm-up

- Sight reading of the places of interest.
- 'Hangman' game.

### 2. Checking homework

➤ **Key:** 64 metres – Nelson's Column is 64 metres high. 4 bronze lions – There are 4 bronze lions in Trafalgar Square. 12 black ravens – There are 12 black ravens in the Tower of London. 135 metres – The London Eye is 135 metres high. 600 rooms – There are 600 rooms in Buckingham Palace.

### 3. Reading (PB, ex. 4A)

Check that pupils understand what is shown in the photos and ask them to read the transcription of the words: mummy ['mʌmɪ], squirrel ['skwɪrəl], raven ['reɪvən], guard [gɑ:d], column ['kɒləm]. Pupils read the text and match the photos to the places. Remember that pupils don't need to translate every word to fulfil the tasks in the book. In fact, it is important to teach them to get information from a text without knowing every word.

➤ **Key:** E. a bronze lion – Trafalgar Square, B. a mummy – the British Museum, C. a squirrel – Hyde Park, D. a raven – the Tower of London, A. a guard – Buckingham Palace, F. Big Ben – the Houses of Parliament, G. Nelson's column – Trafalgar Square.

#### PB ex. 4B

Pupils read out the sentences from the text.

#### PB, ex. 4C

First check that pupils pronounce all the words correctly. This exercise teaches children to scan the text.

### 4. Moving activity

Give out slips of paper with the following words: *park, London, capital, lions, museum, famous, palace, tower, ravens, queen, hundred, clock*, etc. Make sure there are enough slips for every pupil. Read the text yourself and ask pupils to stand up when they hear their word.

### 5. Workbook activities

**Ex. 6A**



**Ex. 6B**

Tapescript

- 1
- When was Pushkin born?
  - Alexander Pushkin was born in 1799.
- 2
- When was William Shakespeare born?
  - William Shakespeare? I know. He was born in 1564.
- 3
- When was Joanna Rowling born?
  - Who's Joanna Rowling?
  - She wrote "Harry Potter".
  - Let me see ... She was born in 1965.

4

- When was Walt Disney born?
- He was born in 1901.

5

Yanka Kupala was born in 1882.

6

- My favourite writer is Nikolay Nosov.
- When was he born?
- He was born ... let's look in the book. He was born in 1908.

**Ex. 7**

➔ **Key:** 1. Yes, it is. 2. Yes, she does. 3. No, there isn't. 4. Yes, they can. 5. No, it wasn't. 6. Yes, it has. 7. No, they didn't.

**6. Round-up**

**T:** *What place would you like to visit in London? Why would you like to visit it? What do you know about it?*

**Homework**

PB, ex. 4A; WB, ex. 8, 9 (**Key:** buildings: castle, palace, museum, tower, prison; birds: duck, raven, parrot, hen, turkey; people: guard, king, queen, policeman, tourist).

**LESSON 7**

<b>Aim</b> To present and practise vocabulary, to develop reading skills (reading for gist and for details)	<b>Vocabulary</b> Gorky Park, Pobeda Square, the central Railway Station, the Troitskoye Suburb, the Circus, the Opera and Ballet House	<b>Grammar</b>
<b>Pronunciation and phonics</b> Reading transcription	<b>Recycling</b> Plurals, prepositions of place, <i>must / mustn't</i>	<b>You will need</b> Photos of Minsk, a ball

**1. Warm-up**

Play a ball game. You give a singular form of a word, then pupils give you the plural form. T: *Museum*. Ps: *Museums*.

Use the words: *theatre, bank, street, bus, bridge, post-office, hospital, shop, supermarket, market, bookshop, park, square, cinema, cafe, church, palace*.

Then write the model on the board: *In London there are a lot of ...* and ask children to make sentences about London. E.g. *In London there are a lot of parks*. Etc.

**2. Checking homework****3. Vocabulary presentation and practice**

Say that Pavel wants to tell Steve, Maggie and Kevin about the capital of Belarus, Minsk and show them photos of Minsk. Then introduce the vocabulary with the help of transcription.

Show a flashcard with transcription, e.g. ['gɔ:kɪ 'pɑ:k] and ask pupils to read it. Allow them to experiment until they read it correctly. Children will understand the meaning of the words (show them photos if they don't), but use this chance to teach pupils how to read transcription. They

will find it useful for looking up words in a dictionary.

[ˈgɔ:kɪ ˈpɑ:k], [pəˈbedə ˈskweə], [ðə ˈsentrəl ˈreɪlweɪ ˈsteɪʃn], [ðə ˈsɜ:kəs], [dɪ ˈbɒpərə ənd ˈbæleɪ ˈhaʊs], [ðə ˈtrɔɪtskəjə ˈslɒz:b].

**PB, ex. 5**

Pupils read the words from the exercise.

**4. Listening (PB, ex. 5)**

The children are in a cafe. Pavel is showing photos of Minsk. Pupils listen to Pavel and put the pictures in the order they hear the places.

**Tapescript**

Pavel: Kevin, would you like to see pictures of Minsk?

Kevin: Sure. Oh, Minsk is beautiful! What's that?

Is that a square?

Pavel: Yes, it's Pobeda Square. War veterans come here.

Kevin: I see. Are there many parks in Minsk?

Pavel: Oh, yes, Look! This is my favourite park. There's a big wheel, a merry-go-round and other rides there.

Kevin: It's like an amusement park, isn't it?

Pavel: Maybe. This is the Troitskoye Suburb.

Kevin: Pavel, it looks old. Is Minsk old or modern?

Pavel: It's quite modern. Look! The new railway station was built in 2001.

Kevin: Are there any theatres in Minsk?

Pavel: Oh, yes. This is the Opera and Ballet House.  
Maggie: My favourite place in Minsk is the Circus.  
I like the circus best.

➔ **Key:** F, A, E, B, D, C.

### 5. Reading (PB, ex. 6A)

Check that pupils understand the word 'capital':  
*What is the capital of Britain? What is the capital of Belarus?*

First pupils read quickly and answer the gist question. Set the time limit and remind children that they don't need to understand every word at this stage.

#### PB, ex. 6B

Read the questions together and check if pupils understand them. Then they answer the questions in pairs and check all together.

### 6. Speaking (PB, ex. 7)

Pupils work in groups of 3–4 and prepare a story. Help them with factual information where necessary.

### 7. Workbook activities

**Ex. 10**

**Ex. 11**

➔ **Key:** 1. old, 2. small, 3. modern, 4. oldest, 5. most beautiful, 6. favourite.

### 8. Round-up

T: *What's your favourite place in Minsk?*

#### Homework

PB, ex. 5 , 6A; WB, ex. 12, 13 (**Key:** must, mustn't, mustn't, must).

## LESSON 8

<b>Aim</b> To develop reading skills (reading for gist and details)	<b>Vocabulary</b> Leave – left	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> Telling the time	<b>You will need</b> Photos of places of interest in Minsk, a clock, a backpack, slips of paper with words

### 1. Warm-up

T: *London is the capital of Great Britain. We live in Belarus. Minsk is the capital of Belarus. How old is Minsk? What's the oldest place in Minsk? Do you live in Minsk? Do you often visit Minsk?*

Write the model on the board: *In Minsk there are a lot of ...* and ask children to make sentences about Minsk. E.g. *In Minsk there are a lot of parks.* Etc.

#### PB, ex. 8B

Help the children to understand the instruction and do the first sentence together. Then they work in pairs. When checking the exercise, ask pupils to say why they think their answer is right.

➔ **Key:** 1T, 2T, 3F, 4F, 5T, 6T, 7F.

#### Shared reading

8 roles: Maggie, Steve, Kevin, the police officer, Slimy, Slobby, Mrs Bell, Pavel.

### 2. Checking homework

### 3. Shell story (PB, ex. 8A)

Draw children's attention to the first two pictures; *Who are the characters? Who is under the table? What are they doing there?* Introduce the word 'backpack'. Then children listen to the text and say what happened to the shell.

Tapescript (in PB)

➔ **Key:** The Seaweed Monsters took the shell.

### 4. Moving activity (Backpack game)

Write any words connected with Steve, Maggie and other characters on slips of paper. Put the slips of paper into a backpack. Pupils stand in a circle. Play the music. Pupils pass the backpack until the music stops. The pupil who has the backpack takes out a slip of paper and says a sentence with the word on it, e.g. 'went' – *The children went to the cafe.* ('the shell' – *The Seaweed Monsters took the shell.* 'ran' – *The children ran to the bus station.* 'The policeman' – *The children asked the policeman how to get to the station.* 'saw' – *The Seaweed Monsters saw the backpack.*)

## 5. Workbook activities

### Ex. 14A

T: *What time did the children's bus leave?* (At half past five.) Ask one pupil to show this time on the clock. Revise telling the time with pupils, using the clock. This simple exercise will remind the children how to spell the words (quarter, half, etc.)

### Ex. 16A

The sentence that remains is: The pearl is on the farm.

### Ex. 16B

## 6. Round-up

T: *What is going to happen on the farm?*

### Homework

PB, ex. 8A, WB, ex. 14B (**Key:** 1. It's twelve o'clock. 2. It's quarter to twelve. 4. It's twenty-five past two. 5. It's five to seven. 6. It's quarter past nine. 7. It's twenty to two. 8. It's half past twelve.), 15 (**Key:** went, started, fed, took, visited, was, listened, were).

# LESSONS 9–12. ON THE FARM

## LESSON 9

<b>Aim</b> To present and practise vocabulary	<b>Vocabulary</b> Healthy, unhealthy, modern, clean, dirty	<b>Grammar</b> Good – better – the best, bad – worse – the worst
<b>Pronunciation and phonics</b> Sound [ð] Rhythm of the sentence with 'than'.	<b>Recycling</b> Adjectives (noisy, quiet, big, small, fast, slow), degrees of comparison	<b>You will need</b> Flashcards with adjectives

### 1. Warm-up

- Association game.  
You give a city and pupils give you words, connected with the city. T: *Minsk*.  
Ps: *Gorky Park, the Circus*, etc. T: *London*.  
Ps: *Trafalgar Square, Buckingham Palace*, etc.

### 2. Checking homework

### 3. Song "The wheels on the bus" (PB, ex. 1)

The monsters are in a bus, going to the country. The children are following them and singing a song. First of all introduce some words from the song. Draw a bus on the board, draw the wheels and say: *the wheels*. Then draw windows and the driver: *the driver*. Draw the steering wheel and the horn: *the horn, beep, beep*. Draw the wipers: *the wipers*. Show how they move, so that children understand what it is. Draw the lights: *the lights*. In the windows draw a baby and the parents. Then go through the lyrics of the song, using gestures to help the children to understand the song. "Move on back" means 'don't stand in the front part of the bus, go to the back part'. Now children can listen to the song and follow the text in the book.

Tapescript (in PB)

### Pronunciation

[ð] – *the wheels, on the bus, the wheels on the bus.*

### 4. Moving activity

Pupils sing the song with movements.  
'Go round and round' – round movements with the arms.  
'Move on back' – sending people to the back of the bus with an arm.  
'Swish' – imitating wipers' movement.  
'Blink' – 'opening' the fingers quickly.  
'Beep' – pushing the horn.  
'Wah' – calming down a baby.  
'Sh' – the forefinger on the mouth.

### 5. Vocabulary and grammar practice

Go through the vocabulary using the flashcards (both the revised adjectives and the new ones). Then use the gestures to accompany every adjective. Follow the same gestures every time you practise the adjectives. The procedure: you show the gesture and say the word. Pupils imitate you. Then you say a word, pupils show the gesture. The next step is you show a gesture and pupils say the word.

### PB, ex. 2

Pupils match the opposites in pairs.

➔ **Key:** 1D, 2G, 3H, 4F, 5C, 6A, 7B, 8E.

### PB, ex. 3

Write one sentence on the board: *'The country is cleaner than the city.'* Check that the rhythm of the sentences is right – they should reduce *'than'*, stressing only the meaningful words. Sort out the grammar points with pupils: *'clean – cleaner', 'how many things are compared? (Two.)'* Write the words on the board: What do we add? (*-er*) Write *'noisy', 'big', 'interesting', 'good', 'bad'* on the board and elicit their comparatives from pupils. T: *'Noisy – noisier, what changes? (y becomes i.)'* *'Big – bigger, how many g's? (Two.)'* *'Interesting – more interesting, what changes? (We add 'more'.)'* *'Why? (The word is long.)'* *'Good – better, bad – worse' are special cases.*

Then pupils make sentences expressing their opinions about the city and the country. Elicit the superlative form and write it up on the board: *clean – cleaner – the cleanest.*

### PB, ex. 4

Pupils read the grammar secret.

### 6. Workbook activities

#### Ex. 1

This exercise helps pupils to revise the degrees of comparison.

#### Ex. 2

Help children to make their choice by asking: *How many things are compared?*

### 7. Round-up

T: *What's the best day of the week? What's the worst day of the week?*

#### Homework

PB, ex. 1 **Ex. 1**, 2, 4; WB, ex. 3 (**Key:** 1. the biggest, 2. slower, 3. smaller, 4. the tallest, 5. faster, 6. more interesting), 4.

## LESSON 10

<b>Aim</b> To develop reading skills (scanning for information)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Flashcards with adjectives, brochures, a ball

### 1. Warm-up

- Song "The wheels on the bus".
- Sight reading of the vocabulary.
- 'Ball game'.

Say an adjective and throw a ball. Children say the comparative and superlative degrees of the adjectives.

### 2. Checking homework

### 3. Reading (PB, ex. 5A)

Show brochures to children and ask: *Who reads brochures? (Children and parents.) Why do they read them? (To find out some information.) What information can you find? (Places to go, things to do, opening times and prices, telephones and e-mail.)* Then children look at the brochure in the exercise: *What's Cotswold Farm Park? (A special farm.)*

T: *What can you see in the brochure?*

Read the places in the brochure together but don't translate every word. Remind the children what '£' is. Then pupils answer the question about activities on the farm.

#### Ex. 5B

Pupils work in pairs, then check the exercise together. It is important that children learn to scan the text and find the information they need.

➔ **Key:** 1. Yes. 2. £14. 3. No. 4. In the Touch Barn. 5. Yes. 6. In the Hen House. 7. Yes. 8. Yes.

#### Option

You can use other brochures and give children a chance to work with authentic texts. Give out the brochures (it could be one between two pupils). Ask pupils to write out all the familiar words from their brochure. Such an exercise would give children the thrill of working with a real text.

### 4. Moving activity (Miming game)

Ask pupils to imitate what they are doing on the farm. The rest of the class guess: *Are you feeding lambs? Are you driving a tractor?* Etc.

### 5. Workbook activities

#### Ex. 6

Pupils look at the picture and say what kind of writing it is. Then they read the letter and say

what it is about. Only after that they fill in the words.

➔ **Key:** Sam, hundred, small, clean, buildings, square, behind, favourite, friends.

### 6. Round-up

T: *Would you like to have a farm park in Belarus?*

### Homework

PB, ex. 5A; WB, ex. 5 (**Key:** Down: 1. farm, 2. garden, 3. touch barn, 4. gift shop, 5. cow, 6. playground, 7. hen house, 8. houses, 9. horse, 10. lamb. Across: 11. tractor school).

## LESSON 11

<b>Aim</b> To develop listening skills (following directions) and speaking skills (telling a story)	<b>Vocabulary</b> Steal – stole, drive – drove	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Past Simple; prepositions	<b>You will need</b> A ball

### 1. Warm-up

- Song “The wheels on the bus”.
  - Guessing game.
- Ask riddles about the Cotswold Farm: *You can collect them in the hen house (eggs). You can touch them in the touch-barn (rabbits). You can milk it (a cow), etc.*

### 2. Checking homework

### 3. Shell story (PB, ex. 6A)

Pupils look at the picture of the Cotswold Farm and point to different places on the map. T: *How do you get to the Tractor School? Etc. The Magic Shell is sending a message to the children about the next pearl.* Pupils listen and answer the question.

#### Tapescript

Go past the Gift Shop to the cows. Milk the cows. Then turn left, go past the playground to the horses. Go over the bridge and then go straight ahead to the lambs. Bottle-feed them. After that go to the Tractor School and drive a tractor. Then go past the woods. Behind the woods is the Touch-Barn. The place you need is next to the Touch-Barn. The magic pearl is there.

➔ **Key:** In the Hen House.

#### PB, ex. 6B

Pupils listen again and write the missing words.

➔ **Key:** 1. past, 2. left, 3. past, 4. over, 5. ahead, 6. past, 7. behind, 8. next to

#### PB, ex. 6C

Pupils practise telling the way to different places in pairs.

### 4. Moving activity (Ball game)

Throw the paper ball to pupils and say the first forms of regular and irregular verbs. Pupils throw the ball back to you and say the past form of the verbs.

### 5. Speaking (PB, ex. 7A)

Check the meaning of the verbs: *What can you break? What can you pick? What can you ride? What can you drink?* Etc. Then children tell a story about the Seaweed Monsters’ adventures on the farm.

#### PB, ex. 7B

Pupils listen to the story and compare it with theirs.

#### Tapescript

Slimy rode a cow. Slobby dropped litter. Then Slimy broke a tree. Slobby drank the milk. Slimy broke a tractor. Slobby picked flowers. Slimy stole a rabbit. Slobby broke some eggs.

### 6. Workbook activities

**Ex. 8**

**Ex. 9**

### 7. Round-up

T: *Say what the Seaweed Monsters mustn’t do.* Ps: *They mustn’t break trees.* Etc.

#### Homework

WB, ex. 7, 10.

## LESSON 12

<b>Aim</b> To develop reading skills (reading for gist and details) and writing skills (writing a letter)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Reading transcription	<b>Recycling</b>	<b>You will need</b> Flashcards with transcriptions

### 1. Warm-up

- ‘My word’.
- You give a topic and pupils think of a secret word (e.g. the topic is ‘London’, the secret word is ‘a raven’). Pupils give you vocabulary on the topic until they guess your word. The pupil who guesses scores a point. The other topics are ‘Minsk’ and ‘the Cotswold Farm’.

### 2. Checking homework

### 3. Shell story (PB, ex. 8A)

Pupils look at the pictures and sort out what is happening. Introduce the words ‘nest’, ‘rooster’, ‘peck’ using the pictures of the story.

Tapescript (in PB)

#### Pronunciation

Write these words in transcription: everywhere [ˈevriweə], ouch [aʊtʃ], strange [streɪndʒ], pecking [ˈpekiŋ], rooster [ˈruːstə].

Pupils read the transcriptions and find the corresponding words in the text.

#### Shared reading

6 roles: Slobby, Slimy, Steve, Maggie, Kevin, the rooster

#### PB, ex. 8B

Demonstrate the first sentence, then children work independently.

➔ Key: 1F, 2T, 3F, 4F, 5F, 6T, 7F.

### 4. Writing (PB, ex. 9)

Draw pupils’ attention to the letter layout. Let pupils make separate sentences orally with the verbs from the letter. Then they write their messages in groups or pairs.

Suggested answer:

*Dear Mum and Dad,  
The Seaweed Monsters found Steve’s backpack and stole our magic shell. They went to the hen house and broke some eggs. The rooster saw them and pecked them. They ran away.  
Love,  
Kevin.*

### 5. Workbook activities

#### Ex. 12

➔ Key: 1b, 2b, 3b, 4b, 5a.

#### Ex. 14

### 6. Round-up

T: *How many pearls have the children found? Where?*

#### Homework

PB, ex. 8A ; WB, ex. 11 (Key: nouns – theatre, museum, library, farm; verbs: walk, collect, turn, steal; adjectives – modern, interesting, healthy, noisy, prepositions – between, opposite, next to, behind), 13 (Key: 2. Go down the hill. 4. Go over the bridge and turn right. 8. The gold is in front of you under the car. 1. Go up the hill. 5. Go past the farm and the garden. 7. Turn left and go past the gift shop. 6. Swim across the lake. 3. Go past the woods and turn left.).

## LESSON 13

<b>Aim</b> To test vocabulary and grammar/ speaking	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The tests

Choose one of the tests: Vocabulary and Grammar test 5, Speaking test 5.

## LESSON 14 (READER: HOME, SWEET HOME)

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader

### 1. Warm-up

Give each pupil a piece of paper. They write 'T' (= 'Town') on one side and 'C' (= 'Country') on the other side of the paper. Say the words from the story (mushrooms, merry-go-round, etc.) and pupils show you 'T' or 'C' according to the group they think the word refers to.

### 2. Wordbank (Reader, ex. 1, 2)

Ask concept questions to check understanding of the vocabulary: *What can we see in the field? (Grass, flowers.) What animals live in holes? (Mice, foxes.) What animals eat grain? (Mice, hamsters, guinea-pigs.) What animals eat straw? (Horses, cows.)*

### 3. Reading for gist (Reader, ex. 3)

Pupils look at the characters of the story and answer the questions. Read the questions together and ask children to predict the answers. Then children listen, read silently and check their predictions.

### 4. Reading for details (Reader, ex. 4–6)

#### Ex. 4

#### ➤ Key:

2. Country Mouse collected seeds in the field.

7. They went to an amusement park.  
1. Town Mouse came to the country.  
6. Country Mouse didn't sleep at night.  
5. Town Mouse made a fantastic dinner.  
3. Town Mouse didn't like country food.  
4. They came to town.  
8. Country Mouse went home.

#### Ex. 5

#### ➤ Key:

- a. Country Mouse gave Town Mouse mushrooms, seeds and grain for dinner.  
b. Town Mouse couldn't sleep on the straw bed.  
c. Country Mouse worked in the field.  
d. Country Mouse didn't like the town.  
e. Town Mouse lived in a big house.  
f. Country Mouse went to the amusement park.

#### Ex. 6

- Key: 1. Country Mouse; 2. Town Mouse; 3. Town Mouse; 4. Town Mouse; 5. Town Mouse; 6. Town Mouse; 7. Country Mouse.

### 5. Acting out (Reader, ex. 7)

### 6. Round-up (Reader, ex. 8)

# UNIT 6.

# BE HEALTHY!

By the end of the unit pupils will be able to:

- name parts of the body
- express sympathy
- give advice on how to keep healthy
- write a letter of advice

## LESSONS 1–4. AT THE DOCTOR'S

### LESSON 1

<b>Aim</b> To present and practise vocabulary and grammar	<b>Vocabulary</b> An ear, an eye, a head, a mouth, a nose, teeth, a neck, a hand, fingers, an elbow, a stomach, an arm, a back, a shoulder, a leg, a knee, toes, a foot, a face, hair	<b>Grammar</b> My leg <b>hurts</b> . A tooth – teeth, a foot – feet
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Flashcards with body parts

#### 1. Warm-up

Ask: *How are you today?*

Write on the board:

*Very well, thank you.* ++

*Fine, thank you.* +

*Not very well, thank you.* –

You can help pupils to understand the shade of these three answers with pluses and minuses, as well as gestures to accompany every phrase. Then ask every pupil: *How are you?* and they give you their answers.

#### 2. Vocabulary presentation and practice

##### Presentation

Introduce the 'body' words, pointing to the parts of your body and saying their names. Work with groups of words, one at a time. T: **Head: an eye, an ear, a nose, a mouth, a tooth – teeth, a face, hair; body: a neck, a back, a stomach; arms: an arm, a hand, a shoulder, an elbow, a finger; legs: a leg, a foot – feet, a knee, a toe.**

Name a part of the body and pupils touch it, e.g.: *Touch your nose.* Then touch a part of the body and pupils say the word.

Draw a simple picture of a man on the board, one part of the body at a time and ask: *What's this?* Elicit the answers from the pupils.

##### Practice

##### 'What's missing?'

Say: *Goodbye one eye, goodbye two eyes.* Pupils have to close their eyes. Rub a part of the body off the board, then ask the pupils to open their eyes: *What's missing?* Play the game until the picture disappears from the board. If pupils have difficulty with naming the missing part of the body, draw that part in the appropriate place and go over all the words again, recapping them.

Say a 'body' word, pupils have to say which group the word belongs to. T: *An elbow.* Ps: *Arms!* Etc.

##### PB, ex. 1

Pupils read the picture dictionary together and in pairs.

### 3. Song “Hokey cokey” (PB, ex. 2A)

Ask the pupils to stand in a circle. Tell them they are going to listen to a traditional action song “Hokey cokey”. Ask pupils to listen to the cassette and do the actions with you.

*Tapescript* (in PB)

The suggested movements (the pictures will help you):

‘You put your right hand in’ – put your right hand in front of you;

‘Your right hand out’ – put it behind your back;

‘In, out, in, out’ – do the appropriate actions;

‘Shake it all about’ – shake it in front of you;

‘You do the hokey cokey’ – do any dancing movement that you associate with ‘hokey cokey’;

‘And you turn around’ – turn around;

‘That’s what it’s all about’ – clap your hands.

‘Oh, the hokey cokey (3)’ – ‘hokey cokey’ movement;

‘Knees bend’ – bend your knees;

‘Arms stretch’ – stretch your arms;

‘Clap your hands’ – clap your hands.

When the pupils feel confident with the routine of the song actions they usually get involved very well. Encourage them to join in with the actions.

#### Pronunciation

Backchaining: *about, all about, it’s all about, what it’s all about, that’s what it’s all about.*

#### Shared reading

Pupils read the song together.

#### PB, ex. 2B

Pupils work in groups and practise their own verses to the song, using the idea from the exercise.

### 4. Grammar presentation and practice (PB, ex. 3)

Ask the pupils if they remember what happened to the Seaweed Monsters on the farm in the

previous unit (a rooster pecked them). Ask them to look at the pictures and read the captions: *Look at Slobby! He says: ‘My leg hurts!’ Look at Slimy! He says: ‘My eyes hurt!’* Pupils work in pairs and speak about the monsters’ complaints. Ask the pupils to report their ideas to the class.

### 5. Workbook activities



#### Ex. 1

Pupils listen to the cassette and circle the words they hear in the sentences.

*Tapescript*

1. Touch your toes.
2. Ouch! My knee hurts!
3. Oh no! My back hurts!
4. Look! There’s a parrot on his shoulder!
5. Put up your hand.
6. I can’t walk. My feet hurt.
7. A giraffe has got the longest neck.
8. Close your eyes.

➤ **Key:** 1. toes, 2. knee, 3. back, 4. shoulder, 5. hand, 6. feet, 7. neck, 8. eyes.

#### Ex. 2

➤ **Key:** a robot.

#### Ex. 3

➤ **Key:** a hand, two feet, fingers.

### 6. Round-up

T: *How are you now? Very well? Are you tired?* Etc.

#### Homework

PB, ex. 1, 2; WB, ex. 4 (**Key:** 1. back, 2. elbow, 3. toe, 4. feet, 5. shoulder, 6. knee, 7. mouth, 8. head, 9. teeth, 10. finger).

## LESSON 2

<b>Aim</b> To present and practise vocabulary; to develop reading skills (reading for gist)	<b>Vocabulary</b> A headache, earache, a stomach-ache, toothache; What’s the matter?	<b>Grammar</b>
<b>Pronunciation and phonics</b> Reading transcription	<b>Recycling</b>	<b>You will need</b> Flashcards with illnesses

## 1. Warm-up

- Song “Hokey cokey”.
- ‘Simon says’.

When you say ‘*Simon says, point to your nose*’, pupils have to point to their noses. When you don’t add ‘*Simon says*’ to the instruction, pupils don’t do the action. Possible instructions: *Point to your ... / Touch your ... / Stretch your arms. / Bend your knees. / Turn around. / Stamp your feet. / Snap your fingers. / Clap your hands. / Put your left hand on your right shoulder. / Etc.*

## 2. Checking homework

## 3. Vocabulary presentation and practice

### Presentation

Encourage pupils to ask you: *How are you?* Then pretend to be ill and say: *I’m not very well.* Elicit: *What’s the matter?* Imitate a headache and say: *Oh! My head! I’ve got a headache!* Pupils repeat: *Head; headache; I’ve got a headache.* Go on with pupils’ questions: *How are you?* and *What’s the matter?* until you introduce all the new vocabulary of the lesson. Use gestures to show what hurts.

### Note

To make it easier to remember the use of articles with the names of illnesses, draw pupils’ attention to the number of the parts of the body we have: we have one head and one stomach so we use the article **a** before the words *headache* and *stomach-ache*. We have two ears and up to 32 teeth, so we don’t use **a** before the words *earache* and *toothache*.

### Practice

#### PB, ex. 4A

Ask pupils to look at the pictures and say what the matter is with the children in the pictures.

## 4. Reading (PB, ex. 4B)

Pupils read the dialogues and write the numbers of the dialogues next to the corresponding letters on the pictures in exercise 4A. Check the answers, then write the correct numbers next to the letters on the board.

➔ **Key:** A2, B3, C4, D1, E5.

## PB, ex. 4C

Practise the dialogues with the class. Say, e.g. *I’ve got a headache!* Elicit: *Let’s take the temperature!* Then pupils read the dialogues in pairs.

## 5. Reading (PB, ex. 5A)

Tell pupils that Steve isn’t very well in the morning. Ask pupils to listen and answer the question: *Do you think Steve is ill?*

➔ **Key:** Steve doesn’t want to go to school and says that he is ill, but he isn’t.

### PB, ex. 5B

➔ **Key:** 1F, 2F, 3F, 4T, 5T, 6T

### Reading transcription

Write the words in transcription: [su:n], [ˈhedɪk], [ˈtɛmpɹətʃə], [ˈtu:θeɪk], [ðɪ:z], [ˈwʌɪt], [ˈpɪtɪ]. Pupils read the transcription and find the corresponding words in the dialogue.

### Shared reading

Roles: Steve and his mum.

## 6. Moving activity (Miming game)

Play a miming game. Ask a pupil to mime a hurting part of their body and the class to answer the question: *What’s the matter with him / her?* Encourage the class to answer the question and to give advice.

## 7. Workbook activities

### Ex. 5

Tapescript (in WB)

### Ex. 6

## 8. Round-up

Name a part of the body: *a head / an ear / a tooth / a back / a stomach*, etc. Pupils touch it, pretend that it hurts and say: *My foot hurts! / I’ve got a stomach-ache!* Etc.

### Homework

PB, ex. 4B , 5A ; WB, ex. 7 (*Suggested answers:* 1C, 2A; 3E; 4B; 5D), 8, 9 (**Key:** didn’t, leg, had, couldn’t, toothache, gave, Saturday).

## LESSON 3

<b>Aim</b> To present and practise vocabulary and grammar	<b>Vocabulary</b> A cough, a runny nose, a temperature, a sore throat, a cold	<b>Grammar</b> <i>should / shouldn't</i>
<b>Pronunciation and phonics</b> Sounds: [e], [æ],[ɪ],[ ð] Letter secret: kn = [n] Word stress	<b>Recycling</b>	<b>You will need</b> Flashcards with the names of illnesses, a handkerchief, a thermometer

### 1. Warm-up

- Song “Hokey cokey”.
- ‘Be attentive!’

Point to different parts of your body and name them, sometimes correctly, sometimes not. Pupils have to listen to you carefully and point to the parts of the body they can hear, not see.

### 2. Checking homework

### 3. Song “Miss Polly” (PB, ex. 6)

Introduce Miss Polly and her dolly (a doll). Tell the song as a story, use the pictures in the book. The pictures will help you to introduce the words ‘sick’, ‘knock’, ‘shook his head’, ‘bill’.

Pupils listen to the song and follow the text.

*Tapescript (in PB)*

Pupils stand up and you show the song with movements:

‘sick’ – you’re holding a sick child,  
‘quick’ – you use the phone,  
‘hat’ – you take off a hat,  
‘rat-rat-tat’ – you knock at the door,  
‘head’ – you shake your head,  
‘to bed’ – you make a strict gesture with your finger,  
‘pill’ – you write a prescription,  
‘bill’ – you show your palm (it is a bill).

#### Pronunciation

[e] – *head, bed.*

[æ] – *hat, rat-tat-tat.*

[ɪ] – *sick, quick, pill, bill.*

[ð] – *for the doctor, with his bag, at the door with a rat-tat-tat, looked at the dolly, in the morning.*

#### Letter secrets

kn = [n], knock [nɒk]

T: *How many sounds can you hear?* Ps: *Three.*

T: *How many letters are there?* Ps: *Five.* T: *Why?*

Ps: *Two letters ‘kn’ – one sound [n].*

### Shared reading

Pupils read the song and then sing it with movements.

### 4. Vocabulary presentation and practice

#### Presentation

Introduce the new words: ***a cough / a runny nose / a temperature / a sore throat / a cold*** by using mime and gestures and real life object.

**Sight reading** of the flashcards.

#### Practice

Pupils come up to the board and pretend that they have a problem. Ps to P1: *How are you?* P1: *Not very well.* Ps: *What’s the matter?* P1: *I’ve got a cough.* Pupils say what P1 needs to do: *Go to the doctor.*

### 5. Reading (PB, ex. 7A)

Pupils look at the picture of the waiting room. Draw the pupils’ attention to the numbers that the patients have. Elicit what the matter is with them. Say that they are all waiting for the doctor. Pupils read the dialogue and say the number of the patient who is speaking.

➔ **Key:** Number 2 (a sore throat).

### 6. PB, ex. 7B

Pupils listen to the dialogue and follow the text.

#### Shared reading

Roles: ‘Patients’ and ‘Doctors’.

### 6. Grammar presentation and practice (PB, ex. 8)

#### Presentation

Pupils read the grammar secret. T: *You should eat fruit and vegetables. Is it good to eat fruit and vegetables?* Ps: *Yes.* T: *‘Should’ helps to give advice.* Elicit the translation of this word from pupils. T: *Is it good to watch TV a lot?* Ps: *No.* T: *Can you watch TV a lot?* Ps: *Yes.* T: *Yes, but it’s not good. It’s advice. You shouldn’t watch TV a lot.*

**Practice  
PB, ex. 9**

Pupils match the problems to the advice.

➔ **Key:** 1B, 2E, 3A, D, 4A, 5C, 6A, D, 7D.

**7. Workbook activities**

**Ex. 10**

Explain to pupils that the number of boxes is the number of syllables. They need to colour the stressed syllables and then listen to the cassette and check their answers.

Tapescript (in WB)

➔ **Key:**

1. toothache ■□
2. earache ■□
3. stomach-ache ■□□
4. elbow ■□
5. headache ■□
6. sore throat ■□
7. temperature ■□□
8. medicine ■□
9. dentist ■□

10. vitamins ■□□
11. chocolate ■□
12. shoulder ■□

**Ex. 11**

Tapescript (in WB)

➔ **Key:** knock, climb, walk, what, knee, write, talk, know, beachcombing, when, sandwich.

**Ex. 12**

➔ **Key:** 1B, 2A, 3D, 4C, 5E.

**Ex. 14**

Suggested answer:

me, he, tea, came, she, cat, hat, toe, stomach, to, the, eat, home, has, meat, sea.

**8. Round-up**

T: *What should you do to be good pupils?*

P: *We should listen to the teacher. We should do our homework. We shouldn't talk in the lesson. Etc.*

**Homework**

PB, ex. 7A , 8, 10; WB, ex. 13, 8, 10.

**LESSON 4**

<b>Aim</b> To develop speaking skills (telling a story); writing skills (writing a letter of advice)	<b>Vocabulary</b> So; hurt – hurt, have got – had	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> Days of the week	<b>You will need</b> An envelope with some sentences (health problems); lively music; pages with problems for optional activity No. 4

**1. Warm-up**

- Song “Miss Polly”.

On the board, write jumbled letter puzzles for the days of the week: e.g. *yairFd*. Pupils guess the day: *Friday*.

**2. Checking homework**

**PB, ex. 10**

Pupils act out a dialogue in pairs or in front of the class. The other pupils guess the number of the patient in exercise 7A.

**3. Speaking (PB, ex. 11A)**

Ask pupils to write numbers 1–6 and the corresponding letters in their exercise-books. Then check the answers.

➔ **Key:** 1E, 2F, 3A, 4B, 5C, 6D.

**PB, ex. 11B**

Pupils look at the pictures and make sentences about them according to the model in pairs. Check the answers.

➔ **Key:** On Monday the Seaweed Monsters ate a lot of chocolate, so they had toothache.  
On Tuesday the Seaweed Monsters played a lot of computer games, so their eyes hurt.

On Wednesday the Seaweed Monsters watched TV all night, so they had a headache.

On Thursday the Seaweed Monsters drank cold coke, so they had a sore throat.

On Friday the Seaweed Monsters didn't wear their hats, so they had earache.

On Saturday the Seaweed Monsters ate a lot of crisps, so they had a stomach-ache.

#### **PB, ex. 11C**

Ask pupils to finish the story in their own way. Accept all the answers, help with the language if necessary.

#### **4. Grammar practice (PB, ex. 12)**

Pupils work in pairs. They look at the pictures and make short stories as shown in the model.

##### **Optional activity**

Take an A4 page and fold it four times. Unfold the page and you get 16 rectangular sections.

1	2	3	4	5	6	7	8

Write eight problems, e.g. *My elbow hurts* instead of numbers. Give one page to each pair. They discuss the problems and write their answers, e.g. *You shouldn't play volleyball*, etc. Then show pupils how to tear the advice off the whole page so that they get one big piece with the problems and eight pieces with advice. Pupils exchange their sets with another pair and match the advice to the problems.

#### **5. Writing (PB, ex. 13)**

Ask pupils if they feel sorry for the Seaweed Monsters who had a very difficult week. Tell

pupils that they can give advice to the monsters and try to help them. Give pupils time to discuss their ideas in pairs and then write the letters on a sheet of paper. They can draw pictures.

#### **6. Moving activity (Pass the envelope)**

Pupils stand in a circle and pass the envelope to each other while some lively music is played. When the music stops, a pupil who has the envelope in his / her hands, takes a sheet of paper out of the envelope, reads the sentence and gives some advice, e.g. *"My eyes hurt."* – *You shouldn't watch TV a lot.*

#### **7. Workbook activities**

##### **Ex. 15**

Pupils make true negative sentences about the monsters.

##### **Ex. 16**

##### **Ex. 17**

➔ **Key:** Wednesday, stomach, carrots.

##### **Ex. 19**

#### **8. Round-up**

Each pupil makes one sentence with 'should', e.g. *We should help our parents.*

##### **Homework**

WB, ex. 19 (**Key:** head – sweater – shell – temperature – weather – red – neck – friend – eggs – bread – bed – elbow – detective – headache – pebble – dentist – pepper – legs).

## **LESSONS 5–8. HEALTHY HABITS**

### **LESSON 5**

<b>Aim</b> To develop reading (reading for details)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b>

#### **1. Warm-up**

- 'Hangman' game.

Think of the word 'fitness': tell pupils that you are thinking of a word connected with health. There

are seven letters in the word "fitness", so draw seven dashes on the board: \_\_\_\_\_. Ask pupils to guess the word letter by letter. When a pupil guesses the right letter, write it above the appropriate dash. When a pupil names a letter

which is not in the word, write it somewhere at the side of the board and add a line to the picture of the Hangman. If the teacher finishes the picture before the pupils have guessed the word, the pupils lose. Play the game.

Ask pupils if they know what 'fitness' means. (*Fitness means good health.*)

## 2. Checking homework

## 3. Reading (PB, ex. 1A)

Tell pupils they are going to answer questions about fitness. Ask: *How many questions are there in the quiz?* Ps: *Six.*

Make sure pupils understand all the questions and demonstrate how to answer the first question.

Ask the pupils to look at pictures A – F and match them to the questions.

➔ **Key:** 1B, 2F, 3D, 4C, 5A, 6E.

### Ex. 1B

Pupils work in pairs and ask each other Fitness Quiz questions writing their own answers in their exercise-books. Ask pupils to count how many letters a, b and c they have written down / have chosen. Draw their attention to the 'Your score' section. Read it and ask: *Who's got mostly a's? How many a's have you got?*

### Ex. 1C

Do the quick survey on the board: ask the pupils with the mostly a's answers to put up their hands, count the hands, write the number on the board. Do the same with b's and c's. Work out the 'Total Score of the Class'. Is the class healthy?

### PB, ex. 1D

Pupils work in pairs and discuss what they should do to be healthy. Pupils can use the ideas from ex. 1A as well as their own ideas. Listen to some pupils.

## 4. Moving activity (PB, ex. 2A)

Tell pupils they can't be healthy without getting regular exercise. Pupils listen to the cassette, look at the teacher and join in with the actions.

### Tapescript

1. Stand up and stretch your arms.
2. Turn around.
3. Don't bend your knees and touch your toes.
4. Clap your hands.
5. Shake your shoulders.
6. Stand straight and touch your nose.
7. Jump three times.
7. Sit down.

Then pupils listen to the cassette and do the actions without the teacher's support.

### PB, ex. 2B

Pupils match the pictures to the instructions.

➔ **Key:** 1B, 2A, 3G, 4C, 5H, 6E, 7F, 8D.

## 5. Workbook activities



### Ex. 1

Pupils listen to the cassette and circle the words they hear in sentences.

### Tapescript

1. You should brush your teeth every day.
2. You should help your parents.
3. You shouldn't play computer games a lot.
4. You should be nice to animals.
5. You shouldn't eat a lot of chocolate.
6. You should go for a walk every day.

➔ **Key:** 1. should, 2. should, 3. shouldn't, 4. should, 5. shouldn't, 6. should.

### Ex. 2

➔ **Key:** eat chocolate; do exercises; read books; brush your teeth; go for a walk; wash your hands; do your homework

### Ex. 3

➔ **Key:** 1. wash your hands, 2. brush your teeth, 3. do exercises, 4. go for a walk, 5. eat chocolate, 6. read books, 7. do your homework.

## 6. Round-up

T: *Do you do regular exercise?*

### Homework

WB, ex. 4, 5 (**Key:** 2, 1, 4, 6, 3, 5).

## LESSON 6

<b>Aim</b> To develop reading skills (reading for gist and details)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> Food, subjects	<b>You will need</b>

### 1. Warm-up

Write the instructions for Radio Fitness on the board using the first letters of the words:

1. S. u. a. s. y. h. (= *Stand up and stretch your hands.*)
2. T. a. (= *Turn around.*)
3. D. b. y. k. a. t. y. t. (= *Don't bend your knees and touch your toes.*)
4. C. y. h. (= *Clap your hands.*)
5. S. y. s. (= *Shake your shoulders.*)
6. S. s. a. t. y. n. (= *Stand straight and touch your nose.*)
7. J. t. t. (= *Jump three times.*)
8. S. d. (= *Sit down.*)

Go through the instructions with pupils, eliciting the words for the letters. That will help children to memorise the instructions. Then invite a pupil to do the programme with the whole group.

### 2. Checking homework

### 3. Reading (PB, ex. 3A)

Revise the names of the lessons that your pupils have at school (*English / Russian / Belarusian / Maths / Man and the World / P.E., / etc.*). Ask what lessons they have today. Ask what they do in the lessons: *What do you do in Maths?* Ps: *We count and do sums*, etc.

Say that Steve and Maggie have a lesson in which they talk about health and it's called '*Health Education*'.

Tell pupils to read the text from Steve and Maggie's textbook and find the best heading for it.

This is quite a challenging text for pupils. The aim here is not to understand every word but to teach children to get information from it. So, there is no need to translate it. In texts like this we have dealt with the blocking vocabulary – the words that may prevent children from fulfilling the task. They will usually find a footnote dealing with such words. In exercise 3A you may also need to translate '*stay well*' as they may hinder understanding.

➤ **Key:** 3. Healthy habits for growing.

### PB, ex. 3B

Ask the pupils to look at the pictures and find a sentence or part of a sentence in the text to describe each of the pictures.

➤ **Key:** A – You should do your morning exercises every day. B – You should take a shower every day and wash your hair every week. / It is also important that you keep your body clean. C – You should wash your hair every week. D – You should brush your teeth in the morning and in the evening. E – You should have P.E. lessons at school. F – It is important for you to get a lot of exercise.

### PB, ex. 3C

Pupils look at the pictures and give the groups of food the correct names.

➤ **Key:** A – fruit and vegetables, B – meat and fish, C – milk and cheese, D – bread and cereals.

### PB, ex. 3D

Pupils work in pairs and answer the questions. Discuss the answers with the class.

### 4. Workbook activities

#### Ex. 6

Give pupils time to write the foods into the four groups.

➤ **Key:** Fruit and vegetables group: oranges, lemons, carrots, tomatoes; meat group: bacon, sausages, chicken, fish; bread group: white bread, cornflakes, rice, toast; milk group: yoghurt, cheese, butter, ice-cream.

### 5. Round-up

Ask pupils if they follow the advice given in Steve and Maggie's textbook.

#### Homework

PB, ex. 3A; WB, ex. 7, 8 (**Key:** should; brush; take; wash; eat; shouldn't), 9 (**Key:** Across: 1. bread, 2. water, 3. eggs, 4. carrot, 5. milk, 6. fish, 7. sugar, 8. cheese, 9. tea; Down: breakfast).

## LESSON 7

<b>Aim</b> To develop listening skills (listening for details), reading skills (reading for detail)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Past Simple	<b>You will need</b> Chalk, a piece of cloth, a bone, a shell, a toothbrush; a measuring tape

### 1. Warm-up

Start the lesson by asking pupils questions about their yesterday: *Did you do your morning exercises yesterday? Did you eat foods from the milk group yesterday? How many times did you brush your teeth yesterday?* Etc.

### 2. Checking homework

### 3. Reading (PB, ex. 4)

Tell pupils they are going to learn the history of a toothbrush (show a toothbrush). Bring some chalk, a piece of cloth, a bone. T: *Look! I've got some chalk, a piece of cloth, a bone and a shell. What did people use as a toothbrush?* Accept all the ideas at this stage. Then say: *Read and check your answers.*

➤ **Key:** It has bristles.

### 4. Reading (PB, ex. 5A)

Ask pupils to look at the pictures and say what they can see: *a tube of toothpaste and a toothbrush, teeth, a top and a tube.* Check that pupils understand 'up and down', 'round and round'.

Tell pupils that they are going to read the instructions how to brush their teeth correctly. Pupils read and match the sentences to the pictures.

➤ **Key:** 1D, 2B, 3E, 4A, 5F, 6C.



### PB, ex. 5B

Pupils listen to Slobby. He wasn't attentive and didn't do everything that the dentist said.

#### Tapescript

Slobby took the toothpaste. He put a lot of toothpaste on the toothbrush. He brushed his teeth up and down. Then he brushed his teeth round and round. After that he put the top on the toothpaste and .... ran to the kitchen to have breakfast!

➤ **Key:** He didn't look into the mirror and he didn't smile.

### 5. Project work (PB, ex. 6)

Ask pupils to look at the children's project for the Health Education lesson and answer the questions.

#### PB, ex. 7

Say that pupils have to prepare their poster on the topic 'Health'. As an option they can prepare exercise instructions / instructions for doing exercises for their classmates. They need to write the instructions down, prepare some music to accompany the exercises, learn the instructions and do them in front of the class next time.

### 6. Moving activity

Say the instructions for brushing teeth and do them together with pupils (mime the movements). Then write the first letters of the words on the board:

1. F. t. t. t. (= *First take the toothpaste.*)
2. T. p. s. t. o. t. t. (= *Then put some toothpaste on the toothbrush.*)
3. B. y. t. u. a. d. (= *Brush your teeth up and down.*)
4. N. b. y. t. r. a. r. (= *Next brush your teeth round and round.*)
5. F. p. t. t. o. t. t. (= *Finally put the top on the toothpaste.*)
6. L. i. t. m. S. (= *Look into the mirror. Smile.*)

Then elicit the words for every letter to help pupils memorise the instructions. Then ask a pupil to do the instructions with the others.

### 7. Workbook activities

#### Ex. 10

Make sure that pupils understand what kind of information the table gives them. Illustrate 'How tall?' with a measuring tape. Ask pupils this question. Help them with the answers. First do the exercise with pupils orally. Then give them time to write the sentences down. Check their answers.

### Ex. 11

➔ **Key:** 1. When, 2. How often, 3. How tall, 4. How old, 5. How many.

### 8. Round-up

T: *Are you going to do a poster or a fitness programme?*

### Homework

PB, ex. 7; WB, ex. 12 (**Key:** 1. What's the matter? 2. He's got a stomach-ache. 3. My elbow hurts. 4. He doesn't want to go to school. 5. She didn't wear a hat yesterday. 6. Oh, Doctor! I ate a lot of cake and drank a lot of cola yesterday.), 13 (**Key:** leg, toes, elbow, neck, foot, hair, knee, eye, shoulder, finger).

## LESSON 8

<b>Aim</b> To develop reading skills (reading for details); listening skills (listening for gist)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Flashcards with body parts; music

### 1. Warm-up

• 'Guess my word'.  
You give a topic, e.g. *'Body'* and think of a secret word on this topic (hide a flashcard behind your back), e.g. *'knee'*. Pupils brainstorm any vocabulary on this topic. The pupil who guesses your word, scores a point. The other topics are *'Illnesses'*, *'Healthy habits'*, etc.

### 2. Checking homework

Pupils present their "Be healthy!" projects. You should organise the presentation in a lively and enjoyable way: pupils put their projects on the walls and stand next to them. Play any lively music or song. While the music is playing the pupils move from one project to another, better to move clockwise. When the music suddenly stops, every fourth pupil has to present (read out) the project he/she is standing next to. Go on until all the projects are presented. Ask pupils which project is the most colourful / interesting / funny, etc.

### 3. Board game (PB, ex. 8)

Ask pupils if they like playing games for prizes. Tell them they are going to play the Good Health Game and get a prize. Read the rules together. Pupils play in pairs interviewing each other and following the arrows. Ask pupils to report to the class about the prize they have got.

### 4. Shell story (PB, ex. 9)

Tell pupils to listen to Kevin playing the game and find out about his prize.

#### Tapescript

Maggie: Kevin, let's play the Good Health Game!  
Kevin: What's that?

Maggie: Look, the Healthy game is when you answer questions and get a prize.  
Kevin: I like getting prizes! Come on! Ask your questions!  
Maggie: OK. Kevin, what do you do in your free time?  
Kevin: Hmm, I go swimming.  
Maggie: So, you do sports? Are you good at swimming?  
Kevin: Of course, I am! I'm the best swimmer in the Shell Kingdom!  
Maggie: I see. The next question is about healthy drinks. Do you drink coffee?  
Kevin: Yuck! I never drink coffee!  
Maggie: OK, now the last question, Kevin. Do you take a shower every day?  
Kevin: Oh, yes, I do! I love water! Maggie, what's my present?  
Maggie: Kevin, look! It's a pearl!  
Kevin and Maggie: Hooray!

➔ **Key:** Yes. He never drinks coffee and he is good at swimming.

### 5. Workbook activities

#### Ex. 14A

➔ **Key:** C, B, E, A, D.

### 6. Round-up

T: *Where did the children get the first pearl?* Ps: *On the beach.* T: *Where did they get the second pearl?* Ps: *At the Superquiz.* T: *Where did they get the third pearl?* Ps: *In the supermarket.* T: *Where did they get the fourth pearl?* Ps: *In the hen-house.* T: *Where did they get the fifth pearl?* Ps: *In the Good Health Game.*

#### Homework

WB, ex. 14B (**Key:** 1T, 2T, 3F, 4T, 5F, 6F, 7T, 8T, 9T), 14C.

## LESSON 9

<b>Aim</b> To test vocabulary and grammar / speaking	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The tests

Choose one of the tests: Vocabulary and Grammar test 6, Speaking test 6.

## LESSON 10 (READER: THE LITTLE BOY'S SECRET)

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader

### 1. Warm-up

Talk with children about secrets: *Do you have any secrets? Can you keep secrets? Who do you tell your secrets to?*

### 2. Wordbank (Reader, ex. 1, 2)

Draw a giant on the board: *It's a giant. It's a big giant. It's a very big, very tall, very hungry and very angry giant.* Draw some red spots on your hand, show them to pupils: *Spots. Little (red) spots.* Ask: *What animals have got spots?* Demonstrate with your voice 3 verbs: *to shout, to roar, to whisper* saying any sentences differently, e.g. *Tell me your secret!*

Pupils look at the pictures in ex. 1 and read the words together with you. Then they complete the sentences in ex. 2.

### 3. Reading for gist (Reader, ex. 3)

Pupils look at the pictures of the characters and the captions. Ask them to answer the questions. Then they listen, read the story silently and check their answers.

### 4. Reading for details (Reader, ex. 4, 5)

#### Ex. 4

➤ **Key:** 1. three giants; 2. the first giant; 3. the third giant; 4. the third giant; 5. the little boy; 6. his mum.

### Ex. 5

#### ➤ Key:

1. Because he had a secret to tell his mum. / Because he was getting the chicken-pox. / Because he wasn't very well.
2. Because he didn't want to tell them his secret.
3. Because the little boy was getting the chicken-pox.
4. Because she is kind. / Because the little boy was getting the chicken-pox.

### 5. Acting out (Reader, ex. 6, 7)

#### Ex. 6

Pupils make the sentences and write them.

#### ➤ Key:

1. I can't tell my secret to you.
2. I must go home.
3. You'll go to our castle.
4. He doesn't want to tell us his secret.
5. Let me get out of here!

Then they work in groups (5 pupils in each) and prepare acting out the story. Then the groups present their plays.

### 6. Round-up (Reader, ex. 8)

# UNIT 7.

# OUR WONDERFUL WORLD

By the end of the unit pupils will be able to:

- describe wild animals (what they look like, where they live, what they do)
- understand and give instructions how to get to some place in the countryside
- talk about what they think will happen in the near future

## LESSONS 1–4. CONTINENTS

### LESSON 1

<b>Aim</b> To present and practise vocabulary; to develop listening skills (listening for gist and details)	<b>Vocabulary</b> The world, a continent, Australia, Europe, North America, South America, Antarctica, Asia, Africa	<b>Grammar</b>
<b>Pronunciation and phonics</b> Sounds: [ɜ:], [h], [ˈaʊə], [θ] Reading transcription	<b>Recycling</b> Possessive pronouns	<b>You will need</b> A map of the world, a globe, flashcards with transcription

#### 1. Warm-up

Put the map of the world on the board or take the globe: *You know that we live on the planet Earth. Look! It's a map. What colour is our planet? (Blue, green, yellow, etc.) Is it beautiful? Lots of people live on our planet. Who can find Belarus on the map?*

#### Pronunciation

[ɜ:] – *world, the whole world, I've got the whole world in my hands.*

[h] – *her, in her hands, the whole world in her hands.*

[ˈaʊə] – *our, in our hands, the whole world in our hands, we've got the whole world in our hands.*

Tapescript (in PB)

#### Shared reading

#### 2. Song "I've got the whole world in my hands" (PB, ex. 1)

Take the map of the world, or a globe in your hands: *I've got the whole world in my hands.*

Write the four main lines of the song on the board, omitting the personal pronouns.

*I've got the whole world in ... hands.*

*She's got the whole world in ... hands.*

*He's got the whole world in ... hands.*

*We've got the whole world in ... hands.*

Elicit the pronouns from the pupils and write them in.

Then pupils look at the picture in the book, listen to the song and follow the lyrics.

#### 3. Vocabulary presentation and practice

##### Presentation

Put the map of the world on the board.

**T: *The world. There are 6 continents in the world - Africa, Europe and Asia, Australia, Antarctica, North America and South America.***

Pupils don't read the words yet, just listen to them to guess their meaning.

Take the flashcards with transcriptions:

[ˈæfrɪkə], [ˈeɪʃə], [pɒ'streɪliə], [ˈjʊərəp],

[æn'tɑ:ktɪkə], [ˈnɔ:θ ə'merɪkə], [ˈsaʊθ ə'merɪkə]

Show one flashcard and ask pupils to read the name of the continent. Encourage pupils to read the

transcription. Allow them to experiment. Don't correct them but don't be satisfied until you hear the correct pronunciation.

### Pronunciation

[θ] – *North, North America, South, South America.*

### Practice

Point to different continents at random and ask pupils to name the continents.

## 4. Shell story (PB, ex. 2A)

Pupils look at the map of the world in the textbook and read the names of the continents. Explain that Maggie, Kevin and Steve get a new message from the shell. Read it together. Now the children need a map. Pupils listen to the cassette and make out what happened. Then they put the pictures in the correct order.

### Tapescript

Message: An old map can help you find the sixth pearl!

Kevin: A map! Where can we find the map?

Steve: I've got an idea! My grandad collects old maps!

Maggie: OK! Let's go to your grandad, Steve!

Slimy: Did you hear that? They are going to Steve's grandad. Let's go after them.

Slobby: Why?

Slimy: Because we need a map, silly.

Grandad: Oh, hello, children. I'm glad to see you. Come in.

Steve: Grandad...er... can we look at your maps, please?

Grandad: My maps? Of course you can look. Come into this room.

Children: Wow!

Maggie: What a big map!

Grandad: It's the biggest in my collection.

Kevin: Oh, it's so interesting! What's all this blue colour? Water?

Grandad: Yes, these are oceans. And these are continents. There are six continents in the world.

Kevin: Six continents?

Grandad: Yes, look, this is Africa. It's the hottest continent!

Kevin: And this?

Grandad: This is Australia. It's the smallest continent.

Kevin: What are these?

Grandad: These are South America and North America.

Steve: America? Oh, I know. My Uncle Grundy lives in America. He lives in the USA.

Grandad: Yes, that's right, Steve. Your uncle lives in the USA, that's in North America.

Maggie: And what's this white? Is this a continent, too?

Grandad: Yes, It's Antarctica. It's covered with ice. It's the coldest continent.

Kevin: And where are we?

Grandad: In Europe. Here. We're in Britain and Britain is in Europe. Oh, would you like a cup of tea, children?

Children: Yes!

Grandad: Come with me then.

Slimy: This is the map! Let's take it!

Slobby: How?

Slimy: Stand on the chair. Quick! I'll take the map. Oh, no!

Slobby: Sorry.

Slimy: They're coming back. Let's hide under the table.

Steve: What was that?

Maggie: I don't know.

➤ **Key:** D, A, B, C.

### PB, ex. 2B

Pupils listen again and remember what Grandad says about the people and places.

➤ **Key:** Grandad says that there are 6 continents, Africa is the hottest continent; they live in Britain, Australia is the smallest continent, Uncle Grundy lives in America; Britain is in Europe; the USA is in North America; Antarctica is the coldest continent.

## 5. Workbook activities

### Ex. 1

➤ **Key:** D, A, E, F, G, B, C.

### Ex. 2

➤ **Key:** wanted, went, saw, went, wanted, climbed, came, hid.

## 6. Round-up

T: *Where is Belarus?*

### Homework

PB, ex.1 ; WB, ex. 3 (**Key:** Across: 1. America, 2. Europe, 3. Antarctica, 4. Asia, 5. Africa; Down: 1. Australia).

## LESSON 2

<b>Aim</b> To present and practise vocabulary; to develop reading skills (reading for gist and details)	<b>Vocabulary</b> Grasslands, jungles, deserts, mountains, oceans; high, deep, dry, wet	<b>Grammar</b>
<b>Pronunciation and phonics</b> Sounds: [aɪ], [aʊ], [ɜ:], [e]	<b>Recycling</b> Degrees of comparison	<b>You will need</b> Flashcards with a desert, an ocean, a mountain, the jungle, a grassland and photos of these places; flashcards with continents

### 1. Warm-up

- Song “I’ve got the whole world in my hands”.
- Sight reading of the vocabulary.

### 2. Checking homework

### 3. Vocabulary presentation and practice

#### Presentation

Show the flashcards of a mountain, an ocean, a desert, a grassland and the jungles and name them: *Our planet is very different. On our planet you can see **mountains, oceans, deserts, grasslands, the jungles**.* Pupils repeat after you.

Take some water in a glass and wet your hand: *It’s **wet**.* Show the other hand: *It’s **dry**.*

*Are your hands wet or dry? Is the weather wet or dry today?* Draw a high mountain on the board: *This is a mountain. It’s **high**.* Stand on tiptoes and stretch your hand up. *High.* Draw a wavy line on the board that represents water. *This is a sea. It’s **deep**.* *The Black Sea is very deep. The Svistloch isn’t very deep.*

#### Practice

T: *What can be high? (a tower, a tree, a mountain) What can be deep? (a river, a lake, a sea, an ocean) What can be wet? (the grass, the board, the weather) What can be dry? (a hand, a desert, the weather, the board)*

#### PB, ex. 3

Pupils read the picture dictionary.

#### PB, ex. 4

Pupils make up sentences using the prompts. Don’t give any comment at this stage.

### 4. Reading (PB, ex. 5A)

This text is meant to teach children to read and understand it, not to read aloud. Tell the children that now they are going to find out a lot of interesting

things about deserts, oceans, mountains, the jungles and grasslands. Children read the text on their own and check whether their answers in exercise 4 were correct. Set the time limit. If children ask you to translate some words, refrain from doing that unless they prevent them from fulfilling the task. Check the answers from ex. 4 together with pupils.

#### PB, ex. 5B

Pupils work in pairs and then you check the answers as a whole class.

➤ **Key:** 1. The Sahara, in Africa; 2. Everest, in Asia; 3. In South America.

#### PB, ex. 5C

In this exercise try not to correct the way pupils read the words unless it is active vocabulary.

### 5. Moving activity

Pupils stand up. Say the words and mime the actions. Pupils repeat the gestures after you. T: *Let’s go on a trip. We are in the grasslands. It’s hot. Look! A lion! Hide! Now we’re in the jungle. It’s wet. Oh, it’s raining. Open an umbrella! Oh, look! A snake! Stand still! Now we’re in the desert. It’s dry. It’s very hot! We are thirsty. Let’s drink some water. Now we’re on the beach. It’s an ocean! Let’s go for a swim! Now we’re near a mountain! It’s very high! Let’s climb it! Oh, we’re tired. Let’s have a rest. Sit down.*

### 6. Workbook activities



#### Ex. 4

Tapescript (in WB)

#### Ex. 5

➤ **Key:** Britain, dry, desert, animals, South America, high.

#### Ex. 6

➤ **Key:** Australia is the smallest continent. The Nile is the longest river.

## 7. Round-up

Pupils tell you what place they would like to see and why.

P: *I'd like to see grasslands because there are a lot of different animals there.*

### Homework

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

## LESSON 3

<b>Aim</b> To present and practise vocabulary and grammar	<b>Vocabulary</b> A lizard, a panda, a kangaroo, a rhino, a camel, an ostrich, a polar bear, a cheetah, a koala, a dolphin, an octopus, a whale, a shark, an eagle, a penguin	<b>Grammar</b> Adverbs
<b>Pronunciation and phonics</b> Sounds: [æ],[əʊ], [i:] Word stress	<b>Recycling</b> Adjectives	<b>You will need</b> Flashcards of animals, photos of animals

### 1. Warm-up

- Song ‘I’ve got the whole world in my hands’.
- ‘Tap a continent’.

Tap a continent on the table or board with your knuckles, e.g. Af-ri-ca, the first tap is stronger, showing the stressed syllable. Pupils guess the continent you tap. This raises their awareness of the stress patterns of the words.

penguin – Antarctica;  
camel – Africa, Asia;  
ostrich – Africa, grasslands;  
eagle – America, Europe, mountains;  
rhino – Asia, Africa, grasslands;  
kangaroo – Australia, grasslands;  
panda – Asia, mountains and the jungles;  
lizards – everywhere.

### PB, ex. 6C

Pupils work in groups of 3–4. Then ask individual pupils to say their answers.

### 2. Checking homework

### 3. Vocabulary presentation and practice

#### Presentation

Present the new vocabulary (animals) using photos or pictures.

#### Pronunciation

[æ] – *panda, kangaroo, camel.*

[əʊ] – *rhino, polar bear, koala.*

[i:] – *cheetah, eagle.*

#### Practice

Recap the vocabulary.

#### ‘What is missing’

#### PB, ex. 6A

Read the picture dictionary with pupils.

#### PB, ex. 6B

Accept all the answers and then give the right answer.

- ➔ **Key:** koala – Australia, the jungle;  
cheetah – Africa, grasslands;  
polar bear – the Arctic;

### 4. Grammar presentation and practice (PB, ex. 7)

#### Presentation

Pupils read, listen and guess the bird.

Tapescript (in PB)

➔ **Key:** penguins.

Write the gapped sentences about penguins on the board.

*They are slow. They walk ...*

*They are good at diving. They dive ...*

*They are fast swimmers. They swim ...*

Elicit the adverbs to complete the sentences from pupils. (Slowly, well, fast.)

Point to the word ‘slow’: *It’s an adjective.* Point to the word ‘slowly’. *It’s an adverb.*

*How do we make adverbs?* Elicit the answer/help pupils with it: *We add – ly.*

#### Practice

Write some more adjectives on the board (quiet, loud, beautiful, careful, good, fast), pupils help you form the adverbs by adding – *ly.*

Point to the words 'well' and 'fast': *They are special adverbs.*

**PB, ex. 8**

Pupils read the grammar secret.

**PB, ex. 9**

Demonstrate how to make the first question. Then pupils ask and answer the questions in pairs.

**5. Moving activity**

Pupils make a circle and walk round in the circle, following the teacher's instructions, for example:  
T: *Walk slowly. Now run quickly. Now walk quietly. Swim slowly. Jump loudly. Fly beautifully.* Etc.

**6. Workbook activities**

**Ex. 9**

**Ex. 10**

➤ **Key:** 1. slowly, 2. well, 3. quietly, 4. fast, 5. well, 6. beautifully, 7. loudly, 8. noisily.

**Ex. 11**

**7. Round-up**

T: *What's your favourite animal? Why?*

**Homework**

PB, ex. 7, 8, 10; WB, ex. 8 (**Key:** 1. camel, 2. rhino, 3. whale, 4. cheetah, 5. eagle, 6. shark.), 12.

**LESSON 4**

<b>Aim</b> To develop listening skills (listening for details) and speaking skills (telling a story)	<b>Vocabulary</b> Fly – flew, hear – heard	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Past Simple	<b>You will need</b> Flashcards of animals, a ball, glue

**1. Warm-up**

Show flashcards of animals from the previous lesson, covering part of the picture with a sheet of paper. Pupils guess the animal.  
P: *Is it a koala?* T: *Yes, it is.* Etc.

is always hot so they like water very much. They can stay in the river all day. Rhinos are very good swimmers. Rhinos eat grass and leaves. They walk a lot to find fresh grass. Rhinos are big and heavy animals, but they aren't slow. They can run very quickly!

➤ **Key:** Rhinos live in the grasslands of Africa and Asia. They eat grass and leaves. They can swim and run well.

**2. Checking homework**

**PB, ex. 10**

Pupils present their riddles about animals in turn and the others guess.

**3. Listening (PB, ex. 11A)**

Pupils do the exercise in pairs, then report to the class what they think about rhinos, e.g.:  
P1: *I think rhinos live in Australia.*  
P2: *I don't think rhinos live in Australia. I think they live in Asia.*

**PB, ex. 11B**

Play the cassette. Pupils listen and check.

**Tapescript**

Rhinos are rare and interesting animals. They live in Africa and Asia. Rhinos live in the grasslands where the weather

**4. Shell story (PB, ex. 12A)**

T: *Look at the picture. Who can you see? What are they doing? Listen to the cassette. Where do the children find the map?*

Tapescript (in PB)

➤ **Key:** In the dark room.

**Shared reading**

5 roles: Kevin, Steve, Maggie, Slimy, Slobby.

**5. Speaking (PB, ex. 12B)**

First pupils work in pairs. Pupils retell the story using the verbs, first one by one (one sentence each) then you may ask some pupils to retell the whole story.

## 6. Moving activity (Ball game)

Throw the ball to pupils and say the first forms of regular and irregular verbs. Pupils throw the ball back to you and say the past forms of the verbs.

## 7. Workbook activities

### Ex. 13A

Pupils take cut-out 3 and cut out the pictures. Pupils read the story in the workbook and match the pictures to the paragraphs. Check the answers. Then pupils glue the pictures to the right places.

➤ **Key:** A, D, C, B.

### Ex. 13B

Pupils read the story again and check the answers first in pairs, then with the teacher.

## ➤ Key:

5. Flippy stamped his feet angrily.
2. He ran fast to the sea.
1. Flippy spoke with his father.
4. He asked the penguin "Who are you?"
8. The penguin smiled back.
6. He wanted to go away.
3. He saw another penguin in the water.
7. Flippy smiled at the penguin.

**Ex. 13C**

**Ex. 13D**

## 8. Round-up

Ask pupils what animals they don't like.

### Homework

PB, ex. 12B.

# LESSONS 5–8. ON THE ISLAND

## LESSON 5

<b>Aim</b> To present and practise vocabulary and grammar; to develop speaking skills (telling a story)	<b>Vocabulary</b> A field, a village, a hill, a lake, a cave, an island	<b>Grammar</b> Into, out of, up, down, through, across
<b>Pronunciation and phonics</b> Sound [θ]	<b>Recycling</b> Past, in, near	<b>You will need</b> Flashcards with a field, a village, a hill, a lake, a desert, a mountain, the jungle, a river, a cave; shapes (made of paper or cardboard)

## 1. Warm-up

- Guessing game 'One Second'. Take a picture (a photo) of a desert. Demonstrate it to pupils for one second, and then ask *What did you see?* If the answers are all wrong, show it again, for one second only. Repeat with the pictures of a mountain, a river, an ocean and some animals.

## 2. Checking homework

## 3. Vocabulary presentation and practice

### Presentation

Draw an ocean and an island on the board. Point to the ocean: *What's this? (An ocean.) Today we're going to **an island**.* (Point to the island.) *What can we find on the island?*

Present the new vocabulary: **a field, a village, a hill, a lake, a cave** using flashcards. Ask pupils to repeat after you.

### Pronunciation

Draw pupils' attention to the pronunciation of the word 'island' [ˈaɪlənd].

### Practice

Recap the vocabulary. Add the pictures of the things pupils already know (e.g. a desert) and recap the vocabulary again. Ask pupils to make sentences with the word 'island': *There's a hill on the island. There's a desert on the island.* Etc.

## 4. Grammar presentation and practice

### Presentation

**Story-telling ( PB, ex. 1, 2)**

### Stage 1. Telling the story, introducing the new prepositions in context.

T: *I'm going to tell you the story of a little boy. His name's Abbu. (Show the figure of the boy.) Abbu was the chief's son. He lived in a village. (Show the flashcard with the village and stick it to the board.) The village was on a small island. (Draw a round shape around the village – the island.)*

T: *This is what happened to Abbu. One morning he got up, said goodbye to his mum and dad and went **out of** the house and **out of** the village. (Demonstrate it with the figure on the board.) Then he saw a field with tall grass. (Put the flashcard with the field on the board.) Abbu walked **through** the grass. (Demonstrate with the figure.) Then he came to a hill. (Put the shape of the hill on the board.) Abbu walked **up** the hill slowly and then **down** the hill quickly. (Demonstrate.) Then he went past the lake. (Put the flashcard with the lake on the board.) Then he came to the river. (Put the flashcard with the river.) He swam **across** the river. (Demonstrate.)*

*Then Abbu saw a cave! He looked **into** the cave and he saw... What do you think he saw in the cave?* Pupils give their ideas: *a crocodile, a snake, a monkey*, etc. Don't give the correct answer at this stage.

Write the prepositions you have used in the story on the board: **into, out of, up, down, through, across**. Read them together with pupils.

#### Pronunciation

[θ] – *through, through the jungle, through the grass, through the door, through the window.*

#### Practice

### Stage 2. Telling and miming the story together with pupils.

Ask pupils to stand up and repeat the gestures and the words after you.

T: *One morning little Abbu got up (show), said goodbye to his mum (wave and say 'goodbye, mum'), said goodbye to his dad (show and say) and went out of the house (open and close the door, walk). He came to a field with some tall grass (show how tall the grass is – up to your waist). He walked through the grass (walk, moving the grass, say 'swish-swish-swish'). Then he turned right (turn right). He saw a hill (show). He went up the hill slowly (walk slowly and sigh heavily). He went down the hill quickly (walk quickly and sigh slightly).*

*He went past the lake and came to the river (show). He swam across the river (mime swimming and say 'swim, swim, swim'). Then he came to a big cave (show). The cave was dark! Abbu listened. (Mime.) There was a strange noise in the cave.*

*Abbu looked into the cave. It was dark in the cave. He couldn't see very well (rub your eyes). But then he looked carefully and ... he saw monsters!!! (Mime fear.)*



### Stage 3. Listening to the story on the cassette (PB, ex. 3A)

Pupils listen to the story on the cassette looking at the map of the island in their books. Following the route, they have to guess which of the three caves Abbu went into.

#### Tapescript

This is the story of little Abbu and the strange cave. Little Abbu was the chief's son. He lived in a village on the island. Every morning he went to collect nuts. One morning he got up, said 'goodbye' to his parents and went out of the house. There was a field with tall grass near the village. Abbu walked through the field.

Then he turned right. He went up the hill slowly. He went down the hill quickly. He went past the lake and came to the river. Abbu swam across the river and came to a big cave.

Suddenly he heard some noise in the cave. It was very strange. Abbu was a brave boy so he looked into the cave. At first he couldn't see very well, but then he saw ... the Seaweed Monsters!

➤ **Key:** The yellow cave.

### Stage 4. Follow-up (PB, ex. 3B)

Pupils put the sentences in the correct order, then listen to the cassette and check.

#### Tapescript

Abbu lived in a village on the island.  
One morning he went out of the village.  
He walked through the field and turned right.  
He went up and down the hill.  
He went past the lake.  
He swam across the river.  
He heard some noise in the cave.  
The boy looked into the cave.

➤ **Key:** C, D, A, B, E, G, H, F.

### PB, ex. 4

Pupils read the picture dictionary and show the prepositions with gestures.

### 5. Speaking (PB, ex. 5)

T: *What did Abbu see in the cave? Yes, that's right, he saw monsters! They were the Seaweed Monsters! Look at the map. Slimy and Slobby wanted to get to the village. How did they go? Help me. They went out of the cave...*

P1: *They swam across the river.*  
 P2: *They walked past the lake.* Etc.  
 Pupils may choose different routes for Slimy and Slobby to get to the village in pairs and then present them to the class.

## 6. Workbook activities

### Ex. 1

Pupils read the instructions, trace the route on the map, guess the animal that is half hidden in the picture and write it down in the gap.

➔ **Key:** 1. a parrot, 2. a koala, 3. a whale, 4. a rhino, 5. a kangaroo, 6. a crocodile, 7. an eagle, 8. a tortoise.



### Ex. 2

Explain that while you were walking around this island and looking at the animals you lost your camera. Invite pupils to go back and try to find it.

Pupils listen to the instructions, read the text and fill in the gaps with the prepositions from the box. Let them listen to the cassette twice.

### Tapescript

Go out of the cave and turn right. Walk past the mountain and over the bridge. Walk up the hill and down the hill. Go past the lake and then walk across the field. Go through the jungle. You come to the tall tree. There's your camera, in the grass under the tree!

## 7. Round-up

Ask pupils if they liked the story of little Abbu.

### Homework

PB, ex. 1, 4; WB, ex. 3 (**Key:** cow – out – loudly – about – found – mouse – brown – South – now – mountain).

## LESSON 6

<b>Aim</b> To present and practise vocabulary and grammar	<b>Vocabulary</b> A bee, a caterpillar, a bat, a fly, a spider, an ant	<b>Grammar</b> The structure 'to be afraid of'; <i>this, these, that, those</i>
<b>Pronunciation and phonics</b> Sounds: [ð], [əv]	<b>Recycling</b> The Present Simple of the verb <i>to be</i>	<b>You will need</b> Flashcards with prepositions; flashcards of insects, a bat and a spider; two pairs of soft toy animals, e.g. two frogs, two crocodiles

### 1. Warm-up

- Sight reading of prepositions.
- Revise the gestures for the prepositions.
- 'Guess the word'.
- Spell a word from the active vocabulary and pupils say it or write it.

### 2. Checking homework

### 3. Vocabulary and grammar presentation and practice

#### Presentation

T: *Do you like Abbu's island? What animals do you think live on this island?*

Ps: *a crocodile, an ostrich, etc.*

T: *There are some insects that live on this island. Let's look at them.*

Introduce the new vocabulary using flashcards. Ask pupils to repeat after you.

#### Practice

Check that pupils can make the plurals.

T: *One bee – many...* Ps: *Bees.* Etc.

T: *Do you like bees? I don't like bees. I'm afraid of bees!* Mime and use gestures to show that you are afraid of bees.

T: *Misha, are you afraid of bees?*

Point to the next flashcard. *Are you afraid of bats, Natasha?* Continue with other flashcards, eliciting animals from pupils.

Write the gapped sentences on the board:

*I ... afraid of snakes.*

*You ... afraid of snakes.*

*He ... afraid of snakes.*

*She ... afraid of snakes.*

*We ... afraid of snakes.*

*They ... afraid of snakes.*

Elicit the answers from pupils to fill in the gaps. Pupils will probably give you full forms of the verb 'to be': am, is, are. First write them on the board as they say. E.g. *He is afraid of snakes.* Then draw their attention to the fact that we should contract the forms when we speak. Write *He's afraid of snakes.* Read all the sentences (their contracted forms) together with pupils.

### Pronunciation

[əv] – *of spiders, afraid of spiders, are you afraid of spiders?*

#### 4. Chant “Are you afraid of spiders?” (PB, ex. 6)

Pupils read the picture dictionary. Then they listen to the chant and follow the text.

Tapescript (in PB)

#### Shared reading

Divide the class into two groups: Questions and Answers, and ask them to read the chant. Then ask them to swap their roles.

#### 5. Speaking ( PB, ex.7)

Pupils work in pairs, asking each other questions, then report to the class what they have found out, e.g.: *Misha is afraid of snakes. He’s not afraid of rats.* Etc.

#### 6. Grammar presentation and practice

##### Presentation

Take a pair of soft toy animals, e.g. two frogs. Put one of them on the table. Point to it. **This** frog is green. Put the other one somewhere in the classroom. **That** frog is yellow.

Help pupils elicit the difference between *this* and *that*. T: *What do you say when the thing is near you, when it’s here?* (Help with a pointing gesture.) Ps: *This*.

T: *What do we say when the thing is far from you, when it’s there?* (Help with a pointing gesture.)

Ps: *That*.

Repeat the procedure with **these – those**.

##### Pronunciation

[ð] – *this, these, that, those*.

Pay pupils’ attention to the different sounds in *this* – [ðɪs] and *these* – [ði:z].

#### PB, ex. 9

Pupils read the grammar secret.

### Practice

Ask pupils to make up as many sentences with the pronouns as they can using the objects in the classroom: *This pen is blue. That picture is beautiful.* Etc.

#### 7. Shell story (PB, ex. 8)

T: *Look at the picture. The children are on the island. It’s evening.* Pupils listen to the story and answer the question.

Tapescript (in PB)

➔ **Key:** Maggie – caterpillars, spiders, bats; Steve – spiders; Kevin – Seaweed Monsters.

#### Shared reading

3 roles: Steve, Maggie, Kevin.

#### 8. Moving activity

Pupils make a circle and walk round, following the teacher’s instructions. T: *Walk slowly. Run quickly. Walk quietly. Swim slowly. Jump noisily. Fly beautifully.* Etc.

#### 9. Workbook activities

##### Ex. 4

➔ **Key:** 1. This, 2. That, 3. These, 4. These, 5. Those, 6. Those.

##### Ex. 5

➔ **Key:** 1. This is, 2. That is, 3. These are, 4. Those are, 5. This is, 6. These are.

#### 10. Round-up

Ask pupils what they are not afraid of.

##### Homework

PB, ex. 6, 9; WB, ex. 6 (**Key:** Natasha and Nadya are afraid of mice. Alla is afraid of snakes. Tanya is afraid of caterpillars. Nastya and Misha are afraid of spiders.), 7.

## LESSON 7

<b>Aim</b> To present and practise grammar; to develop speaking skills (telling a story)	<b>Vocabulary</b>	<b>Grammar</b> The Future Simple (an action that will possibly happen)
<b>Pronunciation and phonics</b> Letter secrets: ou = [aʊ] Reading transcription	<b>Recycling</b> Personal pronouns	<b>You will need</b> Flashcards with transcriptions; a ball

### 1. Warm-up

- Chant “Are you afraid of spiders?”
- Sight reading of the vocabulary.

### 2. Checking homework

### 3. Speaking

T: *Let's remember how Steve, Maggie and Kevin found the magic map and got on the island.*

Pupils remember how the story developed in Lessons 1 and 4 of the Unit and in turn tell what happened to the characters. Pupils can look at the cartoons to remember the story.

P1: *They heard the shell's message.*

P2: *They went to Steve's grandad.* Etc.

### 4. Shell story (PB, ex. 10)

T: *Who can you see in the picture? (The children, the chief.) What has the chief got around his neck? (A pearl.)*

Pupils listen and follow in their books.

Tapescript (in PB)

Pupils answer the question.

➔ **Key:** They say ‘Babba-Dabba-Doo’ and fly away.

#### Pronunciation (Reading transcription)

Arrange the most difficult words from the text on the board and ask pupils to read them.

[ˈrʌnəweɪ], [ˈaɪlənd], [ˈweəriŋ], [əˈraʊnd].

Then pupils find the words in the text.

#### Letter secrets

ou = [aʊ]

T: *Around, loudly, found. What's the common sound? [aʊ]* Write these words on the board. *What letters make the sound [aʊ]? (ou)*

#### Shared reading

6 roles: Chief, Slobby, Slimy, Maggie, Kevin, Steve.

### 5. Grammar presentation and practice

#### Presentation

Write the following sentence on the board:

*I think the monsters will meet a crocodile.* T: *What*

*do you think? Will they meet a crocodile?*

Ask pupils: *Is this sentence about present, past or future? (Future.) Is it a plan? (No.) Is it something possible in the future? (Yes.)*

Elicit the rules of the use of the Future Simple. Explain that the Future Simple is used when we *think* that something *will* happen.

#### PB, ex. 11

Pupils read the grammar secret.

Draw their attention to the contracted forms of ‘will’ with pronouns.

#### Practice

#### PB, ex. 12

First pupils make sentences in pairs, then tell the class what they think, e.g.:

P1: *I think they'll see a crocodile.*

P2: *I think they'll climb the hill.*

### 6. Moving activity (Ball game)

Throw a ball to pupils and say a word. Pupils throw the ball back to you and say a sentence about what they think they'll probably do today, what they'll probably see and who they'll probably meet, using the word, e.g. ‘a crocodile’ – *I think I'll ride a crocodile today.* ‘An elf’ – *I think I'll meet an elf today.* Etc.

### 7. Workbook activities



#### Ex. 8

Tapescript (in WB)

#### Ex. 9

#### Ex. 10

➔ **Key:** 1. I'll, 2. she'll, 3. we'll, 4. they'll, 5. he'll, 6. it'll, 7. I'll, 8. he'll.

### 8. Round-up

Ask pupils what they think they'll do in the next English lesson.

P: *I think we'll play a game.*

#### Homework

PB, ex.10 11; WB, ex. 11, 12 (**Key:** came, climbed, watched, saw, gave, gave, told, said, were).

## LESSON 8

<b>Aim</b> To practise grammar; to develop speaking skills (telling a story)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Counters (one counter for each pair); an envelope with questions in the Future Simple, some music

### 1. Warm-up

Ask pupils to remember how Maggie, Steve and Kevin got the 6th pearl. Pupils retell the story in turn.

### 2. Board game (PB, ex. 13)

**T:** *Let's see what will happen to the Seaweed Monsters. Will they get home? Who will help them to get home: the bats, the shark or the octopus?*

Explain the rules of the board game.

Pupils play in pairs. Each pair has one counter. The game starts from the square with Seaweed Monsters. Player 1 reads the question. e.g. *Will they cross the field or go through the jungle?* Player 2 answers what he/ she thinks: *I think they'll cross the field.*

Player 1 moves the counter following the arrow and reads the next question. Pupils continue till the monsters reach the point where the bats, the shark or the octopus help them.

Then the pupils swap the roles and play again.

### 3. Speaking

Ask pupils to retell the adventures of Slimy and Slobby on the island looking at the map.

**P:** *They crossed the field. They went up the hill. Then they...*

### 4. Moving activity (Pass the envelope)

Write some questions in the Future Simple on slips of paper. Bear in mind that the questions should be speculative, they shouldn't ask about children's plans, only about things that possibly will happen, e.g.: *Where will you go in the summer? What will your parents buy for your next birthday? What will you have for dinner tomorrow? How many films will you watch next week?* Etc.

Put the questions into an envelope. Pupils stand in a circle and pass the envelope round while the music plays. When it stops, the pupil who has the envelope takes out one question, reads it aloud and answers it.

### 5. Workbook activities

**Ex. 13**

**Ex. 14**

➔ **Key:** 1b, 2a, 3b, 4b, 5b.

**Ex. 15**

### 6. Round-up

Song "I've got the whole world in my hands".

#### Homework

WB, ex. 16 (**Key:** Across: octopus, panda, bat, bee, lizard, spider, penguin, camel, whale, ant, ostrich. Down: caterpillar).

## LESSON 9

<b>Aim</b> To test vocabulary and grammar/ speaking / listening / reading	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The tests

Choose one of the tests: Vocabulary and grammar test 7, Speaking test 7, Listening test 3, Reading test 3.

## LESSON 10 (READER: MAGPIE)

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader

### 1. Warm-up

Ask children to name the birds they know.

### 2. Wordbank (Reader, ex. 1, 2)

Ask concept questions: *Are magpies beautiful birds? Have they got long tails? Do magpies live in Belarus? Show a ring. Is it a gold ring? Is it beautiful? Take one shiny object (e.g. a mirror, a CD, a ring) and one which is not shiny. Is this thing shiny? Do Magpies like shiny things? What can you pull? (A door, a tail.) What can you keep in a bucket? (Water, sand.)*

### 3. Reading (Reader, ex. 3)

Pupils look at the characters from the story. Encourage them to speculate what these characters possibly want, e.g. *I think Magpie wants a gold ring. The cow wants some water.* Etc.

Then they listen to the story to find out what the characters want.

➤ **Key:** Magpie – a gold ring; the cow – some grass; the field – some water; the girl – an egg; the hen doesn't want anything; the old woman – some milk.

### 4. Reading (Reader, ex. 4, 5)

#### Ex. 4

➤ **Key:** 1. Because it was shiny and magpies like shiny things. 2. The old woman. 3. The cow. 4. From the field. 5. Because Magpie was very tired. 6. The hen gave her an egg. 7. Then the woman gave her back her tail.

#### Ex. 5

➤ **Key:**

1. ... give me back my tail.
2. ... if you bring me some milk.
3. ... if you bring me some nice green grass.
4. ... if you bring me some fresh water.
5. ... if you bring me an egg for my lunch.
6. ... we are both birds and we should help each other.

### 5. Acting out (Reader, ex. 6)

### 6. Round-up (Reader, ex. 7)

# UNIT 8.

# COUNTRIES AND PEOPLE

By the end of the unit pupils will be able to:

- ask for and give personal information about themselves (name, surname, country, age, the language and the weather in their country, their favourite food or sport)
- give a simple description of Belarus (position, capital, flag)
- talk about their favourite festivals and holidays
- ask questions about festivals and holidays

## LESSONS 1–4. WHERE ARE YOU FROM?

### LESSON 1

<b>Aim</b> To present and practise vocabulary	<b>Vocabulary</b> The United Kingdom, the United States of America, Canada, Italy, Japan, Germany, Egypt, Mexico, India, France, Spain, Brazil, Belarus, Russia	<b>Grammar</b>
<b>Pronunciation and phonics</b> Reading transcription Word stress	<b>Recycling</b>	<b>You will need</b> A map of the world; flashcards with countries (with transcriptions, make them yourself)

#### 1. Warm-up

Point to the map of the world and revise the continents. You say a continent, e.g. *Africa*, and pupils make sentences using the model: *There are a lot of ... in ...*, e.g. *There are a lot of monkeys in Africa*. Etc.

#### 2. Vocabulary presentation and practice

##### Presentation

Say that there are also a lot of countries in the world. T (pointing to the countries): *Europe – Belarus, Russia, Britain or the United Kingdom, Germany, France, Spain, Italy. America: Canada, the USA or the United States of America, Mexico, Brazil. Asia – Japan, India. Africa – Egypt*. Don't show the words at

this stage, just allow children to recognize the countries.

Now show the flashcards with the transcription of the countries and ask pupils to read them: [belə'rus], ['i:dʒɪpt], [brə'zɪl], ['kænədə], [frɑ:ns], ['dʒɜ:mənɪ], ['ɪndiə], [dʒə'pæn], ['meksɪkəʊ], ['rʌʃə], [speɪn], [ju:'naɪtɪd 'kɪŋdəm], [ju:'naɪtɪd 'sterts], ['ɪtəlɪ]. Don't accept or correct the versions until someone reads the word correctly.

##### Practice

##### 'Tap the country'.

Tap a country with your knuckles, e.g. *ta-ta-Ta*. T: *What country is it?* Ps: *Belarus*. Etc. This will help pupils to raise awareness of the word stress.

##### 'Read my lips'.

Say a country with your lips only and pupils guess it.

**Sight reading** of the vocabulary

### 3. Shell story (PB, ex. 1A)

Read the shell's message together with pupils. Explain that the characters have come to the International Festival to find new friends. Give out the flashcards with countries. When pupils hear their country, they stand up.

#### Tapescript

Message: A friend from another country will give you the seventh pearl.

Host: Welcome to the International Children's Festival. We have guests from different countries all over the world. Let me introduce our guests: Canada, the United States of America, Mexico, Brazil, the United Kingdom, Germany, Belarus, France, Spain, Italy, Egypt, Russia, India, Japan.

Play the cassette for the second time, pupils repeat after the cassette. Then read the names of the countries with pupils.

#### PB, ex. 2

Pupils do the exercise in pairs following the model, then check with the whole class. T: *Where's France?* Ps: *It's in Europe.*

### 4. Listening

Pupils work in groups. They write numbers 1–6. Then they listen to six pieces of music and guess

the country it is from. Allow one minute after every piece for the group to discuss.

➔ **Key:** 1. Mexico, 2. Spain, 3. Japan, 4. India, 5. Belarus, 6. Russia.

### 5. Moving activity

Pupils stand up. Say true and false sentences like: *Germany is in Europe. Italy is in America.* If the sentence is true, pupils clap, if it's false, they jump.

### 6. Workbook activities

#### Ex. 1

➔ **Key:** C, K, I, L, B, J, G, A, E, D, F, H.

#### Ex. 2

### 7. Round-up

Ask pupils what country they'd like to see. P1: *I'd like to see Canada.* Etc.

#### Homework

PB, ex. 1 ; WB, ex. 3, 4.

## LESSON 2

<b>Aim</b> To present and practise grammar, to develop listening skills (listening for details)	<b>Vocabulary</b> Australian, Belarusian, Brazilian, British, Canadian, Egyptian, French, German, Italian, Japanese, Mexican, Russian, Spanish, American	<b>Grammar</b>
<b>Pronunciation and phonics</b> Letter secrets: ai = [eɪ] Word stress	<b>Recycling</b>	<b>You will need</b> Photos of children (or adults) from different countries; little paper flags of different countries; flashcards with countries; the Belarusian flag

### 1. Warm-up

- Write different letters at random on the blackboard: C, B, S, etc. Ask pupils if they can name a country or a continent beginning with any of these letters. P1: *C. Canada.* Etc.
- Sight reading of the vocabulary.

### 2. Checking homework

### 3. Speaking (PB, ex. 3A)

Pupils say their guesses in pairs first and then tell the whole class what they think. Draw pupils' attention to the different forms of the verb *'to be'* – *'is'*, *'are'* – that they need to use.



#### PB, ex. 3B

Pupils listen to the cassette and check.

#### Tapescript

- 1) Hello! My name's Naoko. I'm from Japan.
- 2) Hello. I'm Hans. I'm Heidi. We're from Germany.

- 3) My name's Fatima. Hello. I'm from Egypt.  
 4) Hi! I'm from Spain. My name's Clara.  
 5) Hello. My name's Ron and this is my friend Andy.  
 We're from Britain.

#### 4. Vocabulary presentation and practice (PB, ex. 4)

T: *Naoko is from Japan. She's **Japanese**. 'Japanese' is a nationality. She speaks Japanese. 'Japanese' is a language. Japanese, is it a noun or an adjective? (An adjective.) Where are you from? (Belarus.) You're **Belarusian**. What language do you speak? (Russian / Belarusian.)* Read the countries and the corresponding adjectives together.

Show the Belarusian flag. T: *This is the Belarusian flag.* Pupils do the exercise first in pairs, and then check as a whole class.

- **Key:** 1. Italian, 2. Brazilian, 3. British, 4. Canadian, 5. Egyptian, 6. French, 7. German, 8. Belarusian, 9. Japanese, 10. Mexican, 11. Russian, 12. Spanish, 13. American, 14. Indian.

#### PB, ex. 5

Pupils do the exercise in groups. Allow them to make any guesses.

- **Key:** Canada – English and French; Russia – Russian; France – French; Spain – Spanish; Japan – Japanese; Belarus – Belarusian and Russian; Italy – Italian; Germany – German; Mexico – Spanish.

#### PB, ex. 6

Children work in the same groups.

- **Key:** 'Salut!' [sə'lu] – French, 'Привет!' – Russian, 'Hello!' – English, 'Ciao!' ['tʃaʊə] – Italian, 'Hola!' ['holə] – Spanish, 'Прывітанне!' – Belarusian, 'Guten tag' – German.



#### PB, ex. 7

Pupils guess in the same groups, using the model.

- **Key:** 1. Spanish, 2. French, 3. German, 4. Italian.

#### 5. Moving activity (Clap or jump)

Say names of the countries and adjectives at random. If pupils hear a noun, they clap; if they hear an adjective, they jump.

#### 6. Letter secrets

ai = [eɪ]

T: *Listen! Spain, rain, paint. What's the common sound? [eɪ] Write these words on the board. What letters make the sound [eɪ]? (ai).*

#### 7. Workbook activities



#### Ex. 5

Tapescript (in WB)

- **Key:** 1. Canada ■□□, Canadian □■□  
 2. Belarus □□■, Belarusian □□■□  
 3. Japan □■, Japanese □□■  
 4. Germany ■□□, German ■□  
 5. Egypt ■□, Egyptian □■□  
 6. Brazil □■, Brazilian □■□  
 7. India ■□, Indian ■□  
 8. America □■□□, American □■□□

#### Ex. 6A

Pupils listen and match the people to the countries.

Tapescript

1

Hello, my name's Anna Rosa. I'm from Italy. The Italian flag is green, white and red.

2

Hello, my name's Benoit. I'm from France. The French flag is blue, white and red.

3

Hi, my name's Debbie. I'm from Canada. The Canadian flag is red and white with a red maple leaf on it.

4

Hi, I'm Bern from Germany. The German flag is black, red and yellow.

#### Ex. 6B

Pupils listen for the second time and colour the flags.

#### Ex. 7

- **Key:** Whale – Asia – make – paint – afraid – earache – rain – name – Canadian – Spain.

#### 8. Round-up

Ask pupils what language they'd like to learn (apart from English).

P: *I'd like to learn Spanish.* Etc.

#### Homework

PB, ex. 4; WB, ex. 8 (**Key:** 1. France, 2. French, 3. Japanese, 4. Japan, 5. Italy, 6. Italian, 7. Egyptian, 8. Egypt, 9. Russian, 10. Russia), 9.

## LESSON 3

<b>Aim</b> To develop reading skills (reading for gist and details)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> Hot, cold, wet, dry	<b>You will need</b> Flashcards with countries

### 1. Warm-up

Write the words in these two columns on the board.

country	hot
continent	potatoes
weather	Europe
food	football
sport	Belarus

Ask pupils to match the words in the left-hand column to the words in the right-hand column. Then elicit more vocabulary in the same category. T: *Country*. Ps: *Belarus*. T: *Give me the names of other countries*. Ps: *Italy, Spain, etc.*

### 2. Checking homework

### 3. Reading (PB, ex. 8A)

Write the names of the four countries you are going to read about on the board: *Brazil, Egypt, Japan, Italy*. Read the words from the exercise aloud to pupils. Take the first word: *a carnival*. *Where is it from?* Children make their guesses. Don't correct them at this stage, accept everything. Then pupils make their guesses about the rest of the words in pairs and report to you. Don't correct them at this stage either.

#### PB, ex. 8B

Pupils read the text and check their answers. Set the time limit. If children ask you to translate a word, don't do that unless the word is going to prevent them from fulfilling the task.

➤ **Key:** Brazil – a carnival, coffee; Egypt – the Pyramids; Japan – rice, sumo, a kimono; Italy – pizza, pasta.

#### PB, ex. 8C

Pupils read aloud the sentences about the pictures.

#### PB, ex. 8D

It is not important to translate every word in this exercise. If you insist on this you will hinder the development of children's reading skills and their ability to grasp the meaning without

understanding every word. Demonstrate how to complete the information about Brazil. Then pupils complete the information about the other countries in pairs and then check together.

➤ **Key:** Brazil – South America, hot and wet, coffee, football; Egypt – Africa, hot; Japan – Asia, wet, fish and rice, sumo; Italy – Europe, hot and dry in summer and warm in winter, pizza and pasta.

### 4. Moving activity (Make the right step)

Pupils stand in a column. Say true or false sentences about the four countries they have read about. If a sentence is true, they take a step to the right. If the sentence is false, they take a step to the left.

### 5. Workbook activities

#### Ex. 11

Check this exercise and then suggest that pupils think of some more things to say about Belarus, beginning with: *There are a lot of...*  
*Belarus is famous for ...*

➤ **Key:** Europe, country, hot, winter, lakes, kind, potatoes.

#### Ex. 13

➤ **Key:** 1. Brazil, 2. Italy, 3. Egyptian, 4. Brazilian, 5. Italian, 6. Egypt.

### 6. Round-up

Ask pupils which country they would like to go to and why.

#### Homework

PB, ex. 8B; WB, ex. 10 (**Key:** countries – Brazil, Egypt, Japan, Italy; weather – wet, cold, warm, hot; food – pasta, rice, pizza, coffee; sport – football, sumo, basketball, tennis), 12 (**Key:** Down: 1. Belarus, 2. France, 3. Spain, 4. Italy, 5. Canada, 6. Brazil, 7. Japan; Across: 1. Britain).

## LESSON 4

<b>Aim</b> To develop speaking skills (exchanging personal information at an international festival) and listening skills (listening for details)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Intonation of questions	<b>Recycling</b> The verb <i>to be</i> , personal questions	<b>You will need</b> For acting out the poem: a blue fan ( could be made of paper), an umbrella, a big box; cut sentences, slips of paper with personal information; music

### 1. Warm-up

Show pictures of Maggie, Steve, Mrs Bell, Pavel, Lisa, Slimy and Slobby, Kevin or write their names.

T: *Where are they from? Where's he from? Where's she from?* Ps: *Maggie and Steve are from Britain. Kevin is from the Shell Kingdom.* Etc.

### 2. Checking homework

### 3. Poem "Cats from all over the world" (PB, ex. 9)

Read the poem with pupils. Pupils say which cat is from which country.

Tapescript (in PB)

Pupils act out the poem. There are 6 cats and the narrator. The narrator reads the first line: *A cat from France can sing and dance.* The 'French cat' walks from one corner to another, singing and dancing. Then the narrator reads the last line: *But my cat likes to hide in boxes.* The sixth cat jumps into the box. The narrator reads the first line and the second line: *A cat from France can sing and dance. A cat from the UK is always OK.* The French cat walks, singing and dancing, the British cat joins him, making an 'OK' gesture. The narrator reads the chorus line again: *But my cat likes to hide in boxes.* The sixth cat jumps into the box again. Continue, following this procedure.

### 4. Listening (PB, ex. 10)

Before listening pupils look through the questions. Play the cassette with the first dialogue. Pupils listen and answer the questions. Then play the second dialogue. Pupils answer the questions. They will probably need to listen twice to remember all the information. Encourage pupils to ignore unfamiliar words.

### Tapescript

1

Frederic: Hello. My name's Frederic. What's your name?

Maggie: Oh, hi! I'm Maggie. Where are you from?

Frederic: I'm from Montreal. That's in Canada.

Maggie: Oh, Canada! Yes, I know Canada. It's in... North America? It's a big country, isn't it?

Frederic: Yes, that's right.

Maggie: And there's a lot of snow in Canada, right?

Frederic: Well, there's a lot of snow in winter and it's very cold, but in summer it's warm.

Maggie: I see... Do people speak English in Canada?

Frederic: In Canada people speak English and French.

Maggie: Can you speak French?

Frederic: Of course I can. Where I live we speak English and French.

Maggie: Wow! That's interesting!

Frederic: I'm going to the cafe. Are you hungry? Let's go together.

Maggie: OK.

Frederic: Do you think they have hamburgers there?

Maggie: I think so, yes. Do you like hamburgers?

Frederic: Oh, yes, they are my favourite food!

2

Steve: Hello, my name's Steve. What's your name?

Isabell: My name's Isabell [*'ɪsə'bel*].

Steve: Isabella? That's a beautiful name. Where are you from?

Isabell: I'm from Mexico.

Steve: Mexico? Mexico is ... it's in...

Isabell: It's in America.

Steve: In America? Wow! That's very far. Is it a big country?

Isabell: Well, yes, it's big.

Steve: And what's the weather like there?

Isabell: It's very hot all year round.

Steve: How interesting! Do you speak English in Mexico?

Isabell: No, we speak Spanish. I learn English at school.

Steve: Oh, do you? You speak English very well!

Isabell: Thank you.

Steve: Oh, it's our turn. I'm going to have some sandwiches and mineral water. What are you going to have?

Isabell: Potatoes.

Steve: Potatoes?

Isabell: Oh, yes, potatoes, I like potatoes!

➔ **Key:** dialogue 1 (1. Frederic, 2. from Canada, 3. North America, 4. cold winter and warm summer, 5. English and French, 6. hamburgers); dialogue 2 (1. Isabell, 2. Mexico, 3. America, 4. hot, 5. Spanish and English, 6. potatoes).

## 5. Speaking

Cut out words from six sentences and ask pupils to make the sentences in pairs.

1. *What's your name?*
2. *Where are you from?*
3. *Where's your country?*
4. *What language do you speak?*
5. *What's the weather like in your country?*
6. *What's your favourite food?*

Monitor the pairs, and then children ask each other these questions and answer them. Draw pupils' attention to the falling intonation in wh-questions.

## 6. Shell story (PB, ex. 12)

Pupils look at the pictures. T: *Who can you see? What are they doing?*

Then children listen, follow the text in the book and answer the question.

➔ **Key:** The monsters can't speak Japanese.

Tapescript (in PB)

### Shared reading

5 roles: Maggie, Steve, Kevin, Slobby, Slimy.

## 7. Project work (PB, ex. 13)

Work on this project may take longer than preparation for one lesson.

### Stage 1 – Setting the task (In this lesson.)

Explain to children what they need to do. Children will work in groups. They need to decide

on the country they are interested in. It may be any country. Then they need to find some information about it (location, weather, food, sport, clothes, etc.). It can be in English or in Russian. The sources of information could be parents, books, the Internet, etc. They can also look for music, objects, food, clothes, photos from this country which they may get hold of. Set the exact day of the presentation (in a week or two).

### Stage 2 – Organising groups (In this lesson.)

Divide pupils into groups of 3-5 and ask them to sit together and decide on the country. Walk around and talk to the groups. Ask them where they are going to find the information.

### Stage 3 – Monitoring (In the next lesson.)

Pupils sit in their project groups, analyse the information and decide how to present it. They need to make a poster about the country and accompany it with some text. The text can be a description, a conversation, it can be accompanied by music, showing pictures, songs in the language of this country, video, etc.

### Stage 4 – Presentation (In 1–2 weeks.)

The groups write the name of their project on a slip of paper, put them into a box and shuffle them. Then choose the group to present by taking out a slip with the project name. You will need the whole lesson for the presentation.

## 8. Workbook activities

Ex. 14

Ex. 16

➔ **Key:** 1. are, 2. was, 3. were, 4. are, 5. was, 6. is, 7. is, 8. is.

## 9. Round-up

T: *What country do you think is the most interesting? Why?*

### Homework

PB, ex. 9 , 11, 12; WB, ex. 15, 17 (**Key:** 1a, 2b, 3b, 4a, 5a, 6a, 7b, 8a).

# LESSONS 5–8. SPECIAL DAYS

## LESSON 5

<b>Aim</b> To present and practise vocabulary; to develop speaking skills (exchanging personal information) and listening skills (listening for active vocabulary)	<b>Vocabulary</b> Valentine's Day, Easter, Christmas, Halloween, New Year's Day, April Fool's Day, celebrate a holiday, invite guests, send cards, decorate a tree, paint eggs, light candles, watch a parade, make a cake, play jokes, pull crackers	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> Prepositions of time	<b>You will need</b> Pictures, photos and things (e.g. cards) to introduce the vocabulary; flashcards with special days

### 1. Warm-up

- Poem "Cats from all over the world".
- T: *What date is it today?*

### 2. Checking homework

#### PB, ex. 11

Prepare slips of paper with personal information for imaginary people; e.g.

Name:	<i>Susan</i>
Country:	<i>Britain</i>
Language:	<i>English</i>
Weather:	<i>warm</i>
Favourite food:	<i>fish and chips</i>

Alternatively children can invent this information themselves and write it on a slip of paper. Help them with spelling.

T: *You're at an international festival.*

Pupils stand up. When music is playing, they walk. When it stops, they find a partner and have a conversation using the information in their slips.

### 3. Vocabulary presentation and practice

Talk to pupils about holidays, ask them what holidays they know and introduce the new special days using pictures.

#### Presentation

T: *Holidays, special days, festivals. We **celebrate** holidays. What holidays do we celebrate? (Christmas, Easter, New Year, etc.) How do we celebrate Christmas? We **decorate** a Christmas tree (mime it), we **light candles** (mime it), we **make a cake** (mime it), we **send Christmas cards** (show them). Then we **invite guests**. How do we invite*

*guests? We phone them: 'Hello, come to my party!' The guests come and we celebrate Christmas. We eat the cake, we **pull crackers**, sing carols, etc. In spring we celebrate another beautiful holiday – Easter. I like Easter. At Easter we **paint eggs** (mime it or show a picture) and go to church. My son's favourite day is April Fool's Day. He likes **playing jokes**. Vanya, your jacket is dirty. Ha-ha-ha. My dad likes Victory Day (show a picture). He likes **watching parades**.*

#### Practice

##### PB, ex. 1

Pupils make sentences in pairs using the model.

##### PB, ex. 2

Pupils read the picture dictionary.

##### PB, ex. 3

Give pupils some time to think and do the exercise as a whole class.

##### PB, ex. 4

Read the questions together. Then pupils ask each other questions in pairs.

### 4. Listening (PB, ex. 5)

Pupils look at the picture and sort out the names of the children. What holidays or festivals do they like? Accept all the ideas.

Pupils listen and check their predictions.

#### Tapescript

Hans: What's your favourite holiday, Maggie?

Maggie: Let me think. Hm... Maybe Valentine's Day.

Steve: Valentine's Day? That's boring!

Maggie: But it's my favourite holiday! I love getting Valentine's cards very much. Last February I got three!

Steve: Three??? Who from?

Maggie: It's a secret. And what's your favourite holiday, Alesya?

Alesya: New Year!  
 Steve: New Year? Not Christmas?  
 Alesya: I like Christmas, but my favourite holiday is New Year. We invite all our friends and have a big party. And after twelve o'clock we go outdoors and pull crackers. It's fun!  
 Hans: My favourite holiday is Easter.  
 Maggie: What do you like doing at Easter, Hans?  
 Hans: I like chocolate eggs and chocolate rabbits.  
 Alesya: What's your favourite holiday, Steve?  
 Steve: April Fool's Day!  
 Hans: Really? Why?  
 Steve: I like playing jokes.  
 Maggie: And his jokes are always silly.  
 Steve: By the way, Hans, you've got chocolate on your nose.  
 Hans: Is it a joke? Very funny.  
 Steve: It isn't a joke. Look at yourself in the mirror.  
 Children: Ha-ha-ha!

Pupils speak about the children's favourite holiday using the model.

➔ **Key:** Maggie – Valentine's Day, because she likes gettings cards, Alesya – New Year, because she likes inviting friends, having parties and pulling crackers, Hans – Easter, because he likes chocolate eggs and rabbits, Steve – April Fool's Day, because he likes playing jokes.

### 5. Moving activity (Mime game)

Mime some actions, e.g. you are decorating a tree and pulling crackers. And pupils guess the holiday. Then a pupil takes over your role.

### 6. Speaking (PB, ex. 6)

T: *What's your favourite holiday? Why?*  
 Pupils answer the questions following the model in their books.

### 7. Workbook activities

 Ex. 1

### Tapescript

1  
 Boy: When is your birthday?  
 Girl: It's on the 1st of January.  
 Boy: Oh, really? On New Year's Day?  
 Girl: Yes, I always get a lot of presents.

2  
 Woman: When are you going to visit your grandparents?  
 Boy: On the 24th of December.  
 Woman: On Christmas Eve?  
 Boy: Yes, we are going to celebrate Christmas together.

3  
 Man: When did your auntie come back from France?  
 Girl: Mmm. I don't remember... Oh, I think it was on the 8th of June, on Friday.

4  
 Boy: When is Tanya's birthday? Is it in August?  
 Girl: Yes, it is. It's on the 15th of August.  
 Boy: Is she going to have a party?  
 Girl: Of course she is.

5  
 Man: Excuse me, what date is it today?  
 Woman: It's the 13th of October.  
 Man: Thank you.

6  
 Man: When do your spring holidays start this year?  
 Girl: On the 21st of March!  
 Man: Oh, it's soon.

**Ex. 2**

**Ex. 4**

➔ **Key:** 1. at, 2. in, 3. in, 4. on, 5. at, 6. on.

### 8. Round-up

T: *What's your classmate's favourite holiday? Why?*

#### Homework

PB, ex. 1, 2; WB, ex. 3, 5 (**Key:** cracker, party, pasta, candle, card, cake, presents, kimono).

## LESSON 6

<b>Aim</b> To present and practise grammar; to develop reading skills (reading for gist and details)	<b>Vocabulary</b>	<b>Grammar</b> <i>Yes / No</i> and <i>wh</i> -questions (present and past)
<b>Pronunciation and phonics</b> Letter secrets: wh = [w], wh = [h]	<b>Recycling</b> The Present Simple, the Past Simple, the verb <i>to be</i> in the Present and Past Simple, pronouns, question words	<b>You will need</b> Flashcards with holidays; flashcards with question words; an Easter egg, a bag

## 1. Warm-up

- ‘What have I got in my bag?’  
Bring an Easter egg and hide it in a bag. Ask pupils to guess what it is. Then show the egg and talk about celebrating Easter. T: *Do you like Easter? What do you do at Easter? What do your parents do at Easter? When do we celebrate Easter?* Etc.

## 2. Checking homework

## 3. Reading (PB, ex. 7A)

Pupils look at the pictures. T: *What is his favourite holiday? Is Hans happy?*

Pupils read the text and answer the questions.

### PB, ex. 7B

Read the questions together. Then pupils answer them in pairs.

## 4. Letter secrets

T: ‘When’ – *how many sounds are there? (Three.) How many letters are there? (Four.) Why? Wh = [w].* ‘Who’ – *how many sounds are there? (Two.) How many letters are there? (Three.) Why? Wh = [h].*

## 5. Grammar presentation and practice (PB, ex. 8)

### Presentation

Pupils read the first box in the grammar secret. T: *What do we call these words? Question words.*

Then pupils read the second box. Copy the first sentence on the board. T: *Is it positive, negative or a question? (Positive.) Where’s the subject? (Easter) Where’s the verb? (is) It’s the verb ‘to be’. In the present or in the past? (In the present.)* Draw a simple scheme of the sentence:

S+ **to be** + ...

Work with the second sentence in the same way.

It is a *yes/no* question and the scheme is:

**to be** + S + ...?

The third sentence is a *wh*-question and the scheme is:

**QW** + **to be** + S + ...?

Lead pupils to the idea that we don’t need another auxiliary verb if we have the verb ‘to be’.

In the next box the verbs are ‘make’ and ‘eat’ (not ‘to be’). The schemes are:

S+ **V** + ...;

**Do, Does, Did** + S + **V** + ...?;

**QW** + **do, does, did** + S + **V** + ...?

## Practice

Show a flashcard with a question word and pupils ask you any question they want. Give them natural answers.

## 6. Moving activity (Ball game)

Pupils stand in a semi-circle. Throw the ball to them and ask different simple questions. Pupils give short answers.

## 7. Listening (PB, ex. 9A)

Pupils are going to listen to a girl. First they need to complete the questions. Copy them on the board and fill in the gaps together.

➔ **Key:** 1. is, 2. does, 3. is, 4. do, 5. do, 6. Does, 7. do.



### PB, ex. 9B

Pupils listen to the girl’s story and answer the questions.

### Tapescript

Interviewer: Hello, what’s your name?

Naoko: I’m Naoko. I’m from Japan.

Interviewer: What’s your favourite holiday?

Naoko: It’s the Girls’ Festival. We celebrate it on March 3rd.

Interviewer: Why do you like this holiday?

Naoko: Because on this day my parents give me dolls in traditional clothes.

Interviewer: Do you play with them?

Naoko: Oh no, I don’t. They’re very expensive.

Interviewer: What do you usually do on that day?

Naoko: My parents invite guests. We eat traditional food. Girls sing songs. Parents wish for their daughters to grow healthy and beautiful.

Interviewer: Thank you, Naoko.

➔ **Key:** 1. Naoko. 2. In Japan. 3. The Girls’s Festival. 4. On the third of March. 5. Dolls in traditional clothes. 6. No, she doesn’t. 7. Traditional food.

## 8. Workbook activities



### Ex. 6

Tapescript (in WB)

### Ex. 7

### Ex. 8

➔ **Key:** 1. What, 2. How, 3. When, 4. How many, 5. Where, 5. Why, 7. How old.

### Ex. 9

➔ **Key:** 1a, 2b, 3a, 4b.

## 9. Round-up

Invite pupils to ask you any questions.

## Homework

PB, ex. 8; WB, ex. 10, 11 (**Key:** My, his, his, their, his, her).

## LESSON 7

<b>Aim</b> To develop reading skills (reading for gist and details)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Present Simple and the Past Simple	<b>You will need</b> Pictures or photos of festivals

### 1. Warm-up

Pupils name as many holidays as they can.  
Say what people do on various holidays. Pupils guess the holiday. T: *People play jokes.* P: *April Fool's day.*

Suggestions: People paint eggs and go to church. (Easter) People put on masks and costumes of witches and ghosts. (Halloween)

People get cards with hearts and they don't know who these cards are from. (Valentine's Day)  
People put presents under a tree. (Christmas or New Year)

### 2. Checking homework

### 3. Reading (PB, ex. 10A)

Pupils look at the pictures and figure out what they see. Write the names of the festivals on the board. Say: *Mother's Day, Diwali* [dɪ'wɑ:lɪ], *carnival* ['kɑ:nɪvəl].

Write 'Where?' on the board. T: *Where do people celebrate these holidays?*

Set the time limit and ask pupils to read quickly.

➤ **Key:** Many countries of the world, Brazil, India.

#### Ex. 10B

Read the questions together. It is important that pupils understand the word 'before' and 'during'. They are important for answering the questions. At this stage don't worry that pupils mispronounce the words they don't know. This text is not for reading aloud, but for teaching understanding. They are informative texts and they widen children's knowledge. Overcorrection may lead to

losing interest in the text. Pupils answer the questions first in pairs, and then check the answers together.

➤ **Key:** 1. In March. 2. They spent the day with their mothers. 3. They give their mums cards, presents and flowers and cook their favourite food. 4. In November. 5. 7000 years old. 6. They make costumes and masks. 7. They watch the parades, listen to music, dance in the street.

### 4. Moving activity (Miming game)

Mime some activity connected with any holiday, e.g. making a cake. Pupils guess what you're doing by asking questions.

P: *Are you making a cake?* Emphasize that the questions should be in the Present Continuous. Then a pupil mimes some activity and the others ask questions.

### 5. Workbook activities

#### Ex. 12

➤ **Key:** 1. are, 2. is, 3. is, 4. do, 5. do, 6. does

#### Ex. 14

### 6. Round-up

Ask pupils what holiday they would like to talk about.

#### Homework

PB, ex. 10A; WB, ex. 13 (**Key:** 1. was, 2. did, 3. was, 4. did, 5. did, 6. were), 15 (**Key:** is sleeping, is making, is making, is decorating, are playing).

## LESSON 8

<b>Aim</b> To develop speaking skills (describing a holiday); listening skills (listening for details); writing skills (writing a letter)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Present Simple and the Past Simple	<b>You will need</b>

### 1. Warm-up

- ‘Guess the word’.
- Spell a word from the active vocabulary for this unit and pupils say it or write it.

### 2. Checking homework

### 3. Listening (PB, ex. 11A)

Use the pictures from the exercise or draw a river, a forest, a fire, a flower, a flower garland on the board: *This is a river. This is a fire. You can dance around the fire. Girls can pick flowers. They make flower garlands.* Write these words on the board – pupils need this vocabulary to understand the text. Then pupils listen to the cassette and put the pictures in the right order.

#### Tapescript

My favourite holiday is Kupalle. We celebrate it on the 6th of July. In the evening people come to a river or to a lake.

Men make a fire. Girls pick flowers and make flower garlands. Then boys and girls put on traditional clothes and the flower garlands. They dance around the fire, sing songs and play games. Then girls put the garlands on the water.

At night some people go to the forest. They look for a magic flower. It's called *paparats-kvetka*. You can find this flower only on Kupalle night. If you see this flower, you'll be happy all your life.

➔ **Key:** C, F, H, D, G, A, E, B.

### 4. Speaking (PB, ex. 11B)

Pupils look at the pictures, use the prompts and tell the story.

### 5. Shell story (PB, ex. 12)

Explain to pupils what ‘a farewell party’ is. T: *What do children do at a farewell party? (Say ‘goodbye’.)* Pupils listen, read the story and answer the question.

Tapescript (in PB)

➔ **Key:** Naoko.

#### Shared reading

7 roles: Steve, Alesya, Slimy, Slobby, Kevin, Naoko, Maggie.

### 6. Writing (PB, ex. 13)

Pupils write the letter in groups or pairs.

Suggested answer:

*‘Dear Mum and Dad,  
Naoko gave Maggie a doll. The seventh pearl was in the doll’s hair. The Seaweed Monsters saw the pearl and took it. Naoko helped to get the pearl.  
Love,  
Kevin’.*

### 7. Workbook activities

#### Ex. 17

➔ **Key:** 1a, 2a, 3b, 4a, 5a.

#### Ex. 18

### 8. Round-up

Put the letters around the room. Pupils walk around and read them.

#### Homework

PB, ex. 12 ; WB, ex. 16 (**Key:** went, made, gave, wanted, stole, helped, found, were), ex. 19 (**Key:** Belarusian, celebrate, parade, Square, cards, holiday).

## LESSON 9

<b>Aim</b> To test vocabulary and grammar/ speaking	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The tests

Choose one of the tests: Vocabulary and grammar test 8, Speaking test 8.

## LESSON 10 (READER: THE HISTORY OF THANKSGIVING)

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader

### 1. Warm-up

Ask children to name the holidays they know.

T: *Today we're going to read about one more holiday – Thanksgiving. Write the word 'Thanksgiving' on the board. Look at this word. What two words can you see in it? ('Thanks' and 'giving'.) Who do people say thank you to on this day? (Parents, teachers, veterans, etc.) People say thank you to God. Why? You're going to read the text and find out.*

### 2. Wordbank (Reader, ex. 1, 2)

Ask concept questions: *Is a pumpkin a vegetable or a fruit? (A vegetable.) Do you like pumpkins? Does your mum make a pumpkin pie? Where does corn grow? (In the field.) Do you like corn? Do you like popcorn? Does your mum make cornbread? Where do Indians live? (In America.)*

### 3. Reading (Reader, ex. 3)

Pupils answer the questions. Then they listen, read and check their answers.

➤ **Key:** 1. American, 2. On the fourth Thursday in November, 3. They decorate houses, go to church, have a traditional dinner with turkey and pumpkin pie and watch the Thanksgiving Parade on TV.

### 4. Reading for details (Reader, ex. 4, 6)

Ex. 4

➤ **Key:** 1B, 2C, 3A, 4D.

Ex. 5

➤ **Key:** 1b, 2c, 3b, 4a, 5c.

Ex. 6

➤ **Key:**

- In ~~1619~~**1620** the Mayflower left Britain.
- On December 11th, 1620, the ship came to ~~Africa~~ **America**.
- The settlers' first ~~summer~~ **winter** on the new land was difficult.
- In 1621, the settlers collected a ~~bad~~ **good** harvest.
- The people organised a three-day ~~parade~~ **festival**.
- The women ~~bought~~ **cooked** the food.
- Now, Thanksgiving is a national holiday in ~~Britain~~ **America**.
- A lot of families watch the Thanksgiving ~~films~~ **Parade** on TV.

### 5. Speaking (Reader, ex. 7)

### 6. Round-up (Reader, ex. 8)

# UNIT 9. TRAVELLING

By the end of the unit pupils will be able to:

- talk about their travel experiences
- compare various means of transport

## LESSONS 1–4. LET'S VISIT CHRIS!

### LESSON 1

<b>Aim</b> To present and practise new vocabulary and grammar; to develop listening skills (listening for gist); reading skills (reading for gist)	<b>Vocabulary</b> A bicycle, a motorbike, a helicopter, a ship, a plane, a bus, a car, a train, a hot-air balloon, a boat	<b>Grammar</b> By bicycle
<b>Pronunciation and phonics</b> Letter secrets: oa = [əʊ]	<b>Recycling</b> I want to ...	<b>You will need</b> Flashcards with transport; a map

#### 1. Warm-up

Introduce the word 'travelling'. Use a map: *I like visiting different countries. Look! I'm going from Belarus to Britain, then I go from Britain to France. This is travelling. I like travelling! Do you like travelling?*

#### 2. Reading (PB, ex. 1A)

Pupils look at the picture. T: *Who are the children? What are they doing? What are they reading?*  
Pupils read the letter and answer the question.

➔ **Key:** He's from Australia.

Ask pupils how they guessed. (A kangaroo.)

Steve: A letter from my cousin Chris.  
Maggie: Your cousin? Where's he from?  
Steve: From Australia.  
Maggie: Wow! What's he writing?  
Steve: He's inviting me to Australia.  
Maggie: Australia? You lucky thing! You'll see koalas and kangaroos.  
Kevin: Steve, can we go with you?  
Steve: Of course you can.  
Maggie: Hooray!  
Kevin: I like travelling! How are we going to travel?

➔ **Key:** Steve, Maggie, Kevin.

#### 3. Listening (PB, ex. 1B)

Pupils listen and answer the questions.

Tapescript

Steve: Dear Steve,  
How are you? I'm fine. It's very hot here. Last week we found a baby kangaroo. Come to visit us! We'll play with our new pet and have a good time!...  
Maggie: Steve, what are you reading?

#### 4. Vocabulary presentation and practice

##### Presentation

Introduce the vocabulary using the flashcards. T: *People travel by **bicycle**. Look! A bicycle, a bike. Other people travel by **motorbike**. It's fast. Etc.* Go through the vocabulary again using gestures, e.g. a bicycle – imitate pedalling with your hand, a motorbike – hold handlebars, a helicopter – show a propeller, a plane – show flying, a ship – make the sound of a ship, a car – turn a steering wheel, a bus – show wipers, a boat – you are

rowing, a hot-air balloon – wave your hands, a train – make movements with your hands. Encourage children to follow you. Then you say a word and they show the corresponding gesture. Next you show a gesture, they say the word.

**Sight reading** of the vocabulary

**Ex. 2A**

Pupils read the picture dictionary in pairs, then all together.

**Practice**

 **PB, ex. 2B**

Pupils listen to the sounds and guess the transport.

➔ **Key:** 1. car, 2. ship, 3. bicycle, 4. train, 5. plane, 6. boat, 7. motorbike.

**PB, ex. 3**

Pupils read the grammar secret and make similar sentences.

**PB, ex. 4**

Children speak about their dreams. Show a model yourself: *I want to travel to Japan. I want to travel by hot-air balloon. I want to travel with Kevin.*

**5. Letter secrets**

oa = [əʊ]

T: 'Boat', *how many sounds are there? (Three.)*

*How many letters are there? (Four.) Why? (Two letters 'oa' – one sound [əʊ].)*

**6. Moving activity (Miming game)**

Pupils work in small groups. You show a flashcard to one pupil from the group. He/she must mime it to his/her team.

**7. Workbook activities**

 **Ex. 1**

Tapescript (in PB)

**Ex. 2**

➔ **Key:** A car.

**8. Round-up**

*What words have you learnt today? What's your favourite word?*

**Homework**

PB, ex. 2A ; WB, ex. 3, 4 (**Key:** 1. helicopter, 2. plane, 3. train, 4. car, 5. motorbike, 6. ship, 7. boat, 8. bike, 9. bus).

**LESSON 2**

<p><b>Aim</b> To practise vocabulary and grammar; to develop listening skills (listening for gist and details) and speaking skills (speaking about preferences)</p>	<p><b>Vocabulary</b> Comfortable, uncomfortable</p>	<p><b>Grammar</b></p>
<p><b>Pronunciation and phonics</b> Word stress Endings of plurals</p>	<p><b>Recycling</b> Adjectives, degrees of comparison</p>	<p><b>You will need</b> Flashcards with transport; flashcards with adjectives; cards</p>

**1. Warm-up**

- Sight reading of the vocabulary.
  - 'Read my lips'.
- Say the words with your lips only and pupils guess the word.

**2. Checking homework**

**3. Grammar practice (PB, ex. 5)**

Go through the adjectives using the flashcards, and then recap the words with gestures. The

exercise will help you to deal with collocations and sort out the meaning of the adjectives: *What can be fast? (An animal.) What else can be fast? (A car, a train, a plane).* Etc.

**'Tap a word'**

Some of these words will need work on the word stress, especially 'comfortable' and 'uncomfortable'. Tap the words with your knuckles and pupils guess them.

**PB, ex. 6**

Write on the board: *Trains are faster than ...* Elicit the ending from pupils, e.g. *bicycles*. T: *How many things are compared? (Two.) We use a comparative: adjective + 'er' or 'more' + adjective.* Write: *Planes*

are .... Elicit from pupils, e.g. the *fastest way of travelling*. T: *How many things are compared? (More than two, many.) We use a superlative – ‘the’ + short adjective + ‘est’ or ‘the most’ + long adjective.*

Then pupils make sentences in pairs. Check together, the pair who say the last sentence are the winners.

**PB, ex. 7**

This vocabulary is from the listening text. Pupils match the phrases to the pictures.

➔ **Key:** 1C, 2G, 3E, 4B, 5D, 6H, 7J, 8A, 9F, 10I.

 **4. Listening (PB, ex. 8A)**

Pupils listen and answer the question.

*Tapescript*

Kevin: *So, how are we going to travel to Australia, Steve?*

Steve: *Let's go by train. I love trains! You can look through the window or .. read a book or ... do crosswords. Trains are fast!*

Maggie: *Listen, Steve, trains are fast but planes are faster. I love planes! You can look at the clouds or ... watch a video. Do you like planes, Kevin?*

Kevin: *Well, my favourite way of travelling is by ship. I love the sea. You can sometimes see a whale or a dolphin.*

Slobby: *Or a shark!*

Slimy: *Ha-ha-ha!*

➔ **Key:** Steve – by train, Maggie – by plane, Kevin – by ship.

**Ex. 8B**

Pupils listen again and answer the question.

➔ **Key:** Steve likes to look through the window, read, do crosswords; trains are fast. Maggie – likes to look at clouds, watch a video; planes are fast. Kevin – likes to look at whales and dolphins.

**5. Speaking (PB, ex. 9)**

Pupils make sentences about their favourite way of travelling and explain their choice using the prompts.

**6. Moving activity**

On a piece of paper write the following sentence (the given example is for a group of 11 pupils, but you may alter it for the needs of your class): “I think motorbikes are slower than cars, but faster than boats”.

Cut this sentence (1 word = 1 card). Shuffle the cards. Give 1 card to each pupil in the class. Explain that all these cards make one sentence. Pupils must make a line holding their cards in front of them to make the complete sentence.

**Option**

To make the activity slightly more challenging, ask pupils to memorize the word on their card and then collect the cards. They will have to arrange themselves into a line by memory.

**7. Workbook activities**

 **Ex. 5**

*Tapescript (in WB)*

**Ex. 6**

➔ **Key:** 1F, 2T, 3E, 4T, 5T, 6T, 7F, 8F.

**Ex. 7**

➔ **Key:** 1. faster, 2. more comfortable, 3. the slowest, 4. cheaper, 5. the most expensive.

**8. Round-up**

T: *How do you get home after school? Do you go by trolleybus? By bus? By taxi? Etc.*

**Homework**

WB, ex. 8 (**Key:** country, her, train, window, hills, forests, comfortable, fast), 9, 10.

**LESSON 3**

<b>Aim</b> To developing listening skills (listening for gist)	<b>Vocabulary</b> Throw – threw	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> <i>Be going to</i> ; the Past Simple, should/shouldn't, must/mustn't	<b>You will need</b> TRUE and FALSE cards

### 1. Warm-up

- ‘Hangman’ game.

Draw \_\_\_\_\_ on the board. Pupils say letters to guess the word. If they guess a letter, write it in. If they don’t guess a letter, write it separately and start drawing a hangman.

### 2. Checking homework.

### 3. Listening (PB, ex. 10A)

T: *The children are going to travel to Australia. What are the Seaweed Monsters going to do? They are going there, too! But how are they all going to travel? Look at the map. There are two routes: the red one and the blue one. The red one goes from Britain to the USA. Then from the USA to ...*

Encourage pupils to help you with the route.

T: *The blue route goes from Britain to Belarus. Then from Belarus to ...*

Pupils go on.

T: *Listen to the children. Which route are they going to take?*

#### Tapescript

The children are going from Britain to Belarus by bus. They can see a lot of countries. Then they’re going from Belarus to Russia by train. It’s very fast. Japan is far away. They’re going from Russia to Japan by plane, then the children are going from Japan to Australia by ship.

➔ **Key:** The blue route.

#### PB, ex. 10B

Pupils make sentences using the model.

#### PB, ex. 10C

Pupils describe the monsters’ route.

### 4. Grammar practice (PB, ex. 11A)

T: *When you travel, there are some rules about what you should do and what you shouldn’t do, what you must do and what you mustn’t do.*

Remind pupils that some vocabulary is translated at the bottom of the page. You don’t have to go through it, children use it to understand the meaning of the sentences. They read the rules and match numbers and letters. Demonstrate how to match the first sentence. Monitor and be ready to help with any difficult vocabulary. You might also copy the traveller’s rules on to the board and then ask the pupils to come up and match them.

➔ **Key:** 1B, 2D, 3E, 4A, 5C, 6F.

### 5. Speaking (PB, ex. 11B)

Pupils make a story about the Seaweed Monsters in the past tense.

### 6. Moving activity

Write the words ‘TRUE’ and ‘FALSE’ on two cards. Stick a TRUE card to one of the walls in your classroom. Stick a FALSE card to the opposite wall. Ask all the pupils to stand in the middle of the class. Explain the rules: you read one of the sentences from ex. 8A (the sentences can be either true or false). If pupils think the sentence is true, they run to the TRUE card. If they believe the sentence is false – they run to the FALSE card.

Examples of TRUE sentences:

1. You mustn’t drink water from a river, because you can have a stomach-ache.
2. You should send a postcard to your parents when you travel, because they will be happy to get it.

Examples of FALSE sentences (mismatches):

1. You mustn’t drink water from a river, because you can fall down.
2. When you travel, you should send a postcard to your parents because someone can steal them.

### 7. Workbook activities

#### Ex. 11

➔ **Key:** motorbike, ship, horse, Europe, Russian.

#### Ex. 12

➔ **Key:** 1. mustn’t, 2. must, 3. must, 4. mustn’t, 5. mustn’t, 6. must.

#### Ex. 13

➔ **Key:** 1. should, 2. shouldn’t, 3. shouldn’t, 4. should, 5. should, 6. should, 7. should.

### 8. Round-up

T: *Do you know any other traveller’s rules? What should and shouldn’t you do when you are home alone?*

#### Homework

WB, ex. 14 (**Key:** in, on, on, in, to, by, on, in, at), 15, 16 (**Key:** travelled, went, stayed, was, swam, visited, liked, took, bought).

## LESSON 4

<b>Aim</b> To develop speaking skills (speaking about your plans)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> Transport vocabulary, <i>be going to</i>	<b>You will need</b> Dice; make 'winning' lottery tickets for the project; a map of the world

### 1. Warm-up

Revise transport vocabulary. Two teams in turns say any word connected with the topic of transport. If one of the teams can't say a word within 10 seconds, they lose a 'life'. Each team has 3 'lives'.

#### Option

A pupil could mime a transport word himself/herself. The team which gives the correct answer scores one point. The team with the best score wins.

### 2. Checking homework

### 3. Board game (PB, ex. 12)

The game should be played in groups. Read the rules. P1 throws the dice and lands on the square corresponding to the number on the dice (e.g. 1 = Japan, etc.). P1 says the sentence '*We're going to Japan*'. P2 throws the dice to find out how they are going to travel. By the end of this activity each group will have a short (and hopefully funny) story about their imaginary trip.

E.g. *We're going to Japan. We're going there by bike. We're going to take our camera with us. We're going there with the Seaweed Monsters. We're going to read magazines. We're going to stay in a tent.*

Each group now tells the whole story to the class.

### 4. Speaking (PB, ex. 13)

Instructions: split pupils into groups of 2 or 3. Give each group a 'winning' lottery ticket. Explain the rules (in their presentation they must include the destinations, reasons why they want to go there, the way of travelling there). They can look at the map to get ideas.

Example of a possible presentation: *'First we're going to France because we want to see Paris and its places of interest. We're going there by train. Then we're going to visit India because we want to see Indian elephants. We're going there by plane. Next, we're going to Italy because ...'*

As feedback, the class might vote for the best trip.

### 5. Wordbook activities



#### Ex. 17A

Pupils listen and draw the route.

#### Tapescript

Hello! I'm Uncle Grundy. I live in the USA. I love travelling! This summer I'm going round the world. First, I'm going from the USA to Britain. My brother lives in Britain. I'm going there by plane. Yes, by plane. Then, I'm going to Belarus, I'm going there ... by bus. I can see Europe through the window. I'm going from Belarus to Russia by train. Trains are fast and cheap. OK, my next stop is Japan. I'm going there by ... hot-air balloon! That's fantastic! From Japan I'm going to Brazil. I want to see the carnival. I'm going there by ship. I love the sea. And then ... I'm coming home to the USA by helicopter.

➤ **Key:** The USA – Britain – Belarus – Russia – Japan – Brazil – the USA.

#### Ex. 17B

Pupils listen again and number the pictures.

➤ **Key:** 1. plane, 2. bus, 3. train, 4. hot-air balloon, 5. ship, 6. helicopter.

### 6. Round-up

T: *What other interesting places in the world do you want to visit? Why?*

#### Homework

WB, ex. 18, 19.

# LESSONS 5–8. TRAVELLING BY SEA

## LESSON 5

<b>Aim</b> To present and practise new vocabulary; to practise grammar; to develop listening skills (listening for details)	<b>Vocabulary</b> A railway station, a bus station, an airport, a port, a garage	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> <i>Wh</i> -questions, <i>be going to</i>	<b>You will need</b> Several sets of cards with different means of transport; flashcards with places; flashcards with expressions; a ball

### 1. Warm-up

Give each group of pupils a set of cards with all means of transport. Write the following categories on the board: *air, land, water*. Tell pupils to put the transport flashcards into categories according to the way they travel.

Feedback with the whole class. Ask: *‘What’s the biggest category? What’s the smallest one?’*

### 2. Checking homework.

### 3. Song “Where are you going?” (PB, ex. 1A)

Introduce the situation. One person is asking questions about the future summer holidays. Read the questions. Pupils may have problems in understanding *‘leaving’* and *‘getting there’*. Pupils listen to the song and follow the text.

Tapescript (in PB)

#### PB, ex. 1B

T: *How many pictures can you see? (Five.) How many verses are there? (Four.) One verse is extra. Match the numbers to the pictures.* You may need to sort out the meaning of *‘right away’*, *‘soon’*, *‘tonight’*.

➔ **Key:** 1B, 2A, 3D, 4E.

#### Shared reading

Roles: *‘questions’* and *‘answers’*. Pupils sing the song in roles.

### 4. Vocabulary presentation and practice

#### Presentation

Take the flashcards with places: *Look! This is an airport. What transport can we take at the airport? (A plane, a bus, a taxi.)* Repeat the procedure with

the flashcards of *‘a railway station’*, *‘a port’*, *‘a bus station’*, *‘a garage’*.

Recap the words.

**Sight reading** of the vocabulary

#### Practice

##### PB, ex. 2A

Read the words together, pay attention to the word stress (garage - [ˈgærɑːʒ]).

##### Ex. 2B

T: *Listen to the sounds. Which places are they in? Write the numbers in the exercise-books.*

➔ **Key:** 1. a garage, 2. a port, 3. a railway station, 4. a bus station, 5. an airport.

##### Ex. 3

T: *Where do I go if I want to travel by plane, Tanya? P1 (reading the model): If you want to travel by plane, you go to the airport. Etc.*

Make a table on the board, which can help pupils to make sentences.

If you want to travel by	bus, train, plane, car, ship, boat, helicopter,	you go to the	port. garage. airport. bus station. railway station.
--------------------------	---	---------------	--

### 5. Grammar practice (PB, ex. 4)

Pupils read the grammar secret.

### 6. Moving activity (Ball game)

Throw the ball to one of the pupils and say a place (e.g. a garage). The pupil should throw the ball back and say the name of the transport usually found at that place.

T: *A garage!* P1: *A car!* T: *A port!* P2: *A ship!*  
*A boat!* Etc.

## 7. Workbook activities



### Ex. 1

Pupils listen to the interviews and complete the table.

#### Tapescript

1

Interviewer: Excuse me, we're from the BBC holiday programme. Can I ask you about your holidays?

Rebecca: Yes.

Interviewer: What's your name?

Rebecca: Rebecca.

Interviewer: OK, Rebecca, what are your plans for this summer?

Rebecca: Oh, I'm going to Mexico.

Interviewer: To Mexico? That's fantastic. When are you leaving?

Rebecca: M-m, in June.

Interviewer: Hm, I see. Are you going there alone?

Rebecca: No, I'm going there with Tim.

Interviewer: Tim, who is Tim?

Rebecca: Tim is my friend.

Interviewer: Hm, I see. How are you getting there?

Rebecca: By plane. It's fast.

Interviewer: Oh yes, they are fast and comfortable. What are you going to do in Mexico?

Rebecca: Eat Mexican food!

Interviewer: Thanks, Rebecca. Have a great time in Mexico!

Rebecca: Thank you.

2

Interviewer: Hello, Tom. Where are you going in the summer?

Tom: This summer I'm going to Russia, to Moscow.

Interviewer: How interesting! When are you going?

Tom: I'm leaving in July.

Interviewer: I see. And who are you going with?

Tom: With my brother. He can speak Russian.

Interviewer: Oh, Russian is difficult, isn't it? And how are you going to travel?

Tom: We're going by train. My brother is afraid of going by plane.

Interviewer: I see. To Russia by train! That's fantastic! What are you going to do there?

Tom: We're going to visit museums. There are lots of museums in Moscow.

Interviewer: Thank you, Tom. Have a good journey! And ... good luck!

➤ **Key:** Rebecca – to Mexico, in June, with Tim, by plane, to eat Mexican food. Tom – to Russia, in July, with his brother, by train, to visit museums.

### Ex. 2

➤ **Key:** 1E, 2D, 3B, 4G, 5C, 6A, 7F.

## 8. Speaking (PB, ex. 5)

Pupils can use the questions from the song or make their own questions to prepare the interview.

## 9. Round-up

T: *What's your favourite place: the airport, the railway station ...?*

### Homework

PB, ex. 2A; WB, ex. 3, 4 (**Key:** ship, bus, elephant, ballon, train, camel, motorbike, airport, station, plane, port, boat, helicopter).

## LESSON 6

<b>Aim</b> To develop reading skills (reading for gist and details)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b> Word stress	<b>Recycling</b> This – these, that – those	<b>You will need</b> Pictures or books about Baron Munchausen

### 1. Warm-up

- Song "Where are you going?"

### 2. Checking homework



### 3. Reading (PB, ex. 6A)

Bring pictures or books about Baron Munchausen ['bærən 'mʌntʃəʊzən]. It will generate children's interest in the story. Ask pupils what they know about this character. They may tell you some of the things that will happen in the story. At least

the image of this character will be introduced. Present the word 'believe': *I was in London yesterday. Is it true? Do you believe me?* Pupils listen to the story and follow the text.

Tapescript (in PB)

**PB, ex. 6B**

Pupils put the pictures in the right order.

➔ **Key:** C, B, E, A, D.

**PB, ex. 6C**

**PB, ex. 6D**

➔ **Key:** 1b, 2b, 3c, 4c, 5c, 6a.

**4. Moving activity**  
(Chinese whispers)

Pupils make a line. Say a short, simple sentence to the last pupil in the line (e.g. *I'm going to France.*). The pupil should whisper this sentence to the pupil in front of him, adding some details to the sentence (e.g. *I'm going to France by car.*). That pupil, in his/her turn, whispers the sentence he/she has heard to the next person. The first person in the line says the sentence he/she receives. Continue with another sentence.

**5. Workbook activities**



**Ex. 5**

Tapescript (in WB)

- ➔ **Key:** 1. garage ■□  
2. hotel □■  
3. motorbike ■□□  
4. airport ■□  
5. comfortable ■□□  
6. uncomfortable □■□□

**Ex. 6**

- ➔ **Key:** 1. This, 2. Those, 3. That, 4. Those, 5. This, 6. That.

**Ex. 7**

- ➔ **Key:** noun – island, whale, boots; adjective – wet, dark, hot; verb – travelled, thought, look, adverb – well, suddenly, loudly.

**6. Round-up**

T: *Do you like the baron? Why?*

**Homework**

PB, ex. 6A ; WB, ex. 8 (**Key:** out of, left, along, past, over, opposite, next to), 9.

**LESSON 7**

<b>Aim</b> To develop speaking skills (telling a story)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b> The Past Simple; <i>wh</i> -questions	<b>You will need</b> A ball

**1. Warm-up**

Ask pupils to make up sentences with the words 'Baron Munchausen'. The pupil who will say the last sentence will be the winner.

**2. Checking homework**

**3. Speaking (PB, ex. 7A).**

Discuss the pictures with pupils: *Who can you see? What are the characters doing?* Then pupils match the letters to the numbers.

➔ **Key:** A4, B1, C2, D5, E3

**PB, ex. 7B**

Check that pupils know the past forms of the verbs. Then they prepare a story in pairs.



**PB, ex. 7C**

Pupils listen to the Baron's story.

Tapescript

*I jumped into the water. The whale saw the pirates' ship and ... he ate the pirates! Two ducks flew to me and they took me to my ship.*

**PB, ex. 8**

Pupils work in groups – help them with vocabulary and past forms. Be tolerant towards their mistakes. It is more important to allow them to use their imagination than to correct every error. Then the groups present their stories.

**4. Board game (PB, ex. 9)**

Pupils play in groups. Read the rules together. You may decide to revise how to make *wh*-questions before the game.

### 5. Moving activity (The right step)

Ask pupils to stand in a column. Tell them you are going to read out the sentences about Baron Munchausen. If pupils hear a true sentence, they must make a step to the right. If they hear a false sentence, they must make a step to the left. In order to help pupils to remember where they have to make steps to, write 'yes' and 'no' on the opposite sides of the board.

### 6. Workbook activities



Ex. 10

Tapescript (in WB)

#### Ex. 13

Pupils do this exercise in pairs, and then check all together.

### 7. Round-up

T: *What other stories about travelling do you know?*

#### Homework

WB, ex. 11, 12 (**Key:** made, danced, fed, played, went), 14 (**Key:** 1a, 2b, 3a, 4b, 5a).

## LESSON 8

<b>Aim</b> To develop speaking skills (telling a story)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Dice

### 1. Warm-up

- 'Do you believe me?'

Ask pupils to write one true and one false sentence on a piece of paper. They should do it so that other pupils don't see the sentences. Then pupils read one of the sentences they have written and other pupils say if they believe them or not.

### 2. Checking homework



### 3. Shell story (PB, ex. 10)

T: *This is the last part of the story about the Shell Kingdom. How do you think it will finish? Will the children find the last pearl? Where? Will the story have a happy or a sad end?*

Pupils look at the pictures and make their predictions. You need to make sure pupils understand the word 'prison', 'chest'. Pupils listen to the last episode and follow the text.

Tapescript (in PB)

#### PB, ex. 11

Sum up the plot of the book together.

### 4. Moving activity (Running dictation)

Prepare slips of paper with any sentences on them. Divide pupils into two teams. Two pupils stand at

the board and are ready to write. You stand at the back wall of the classroom. Two other pupils run to you, take two slips of paper with sentences, read the sentences, give the slips back to you and run to the pupils from their teams at the board. Then they dictate the sentence they have just read. The pupils write the sentences on the board. If pupils forget their sentence, they can run to you and read it again. In this case they lose time. Then the pupils who wrote on the board take their seats, pupils who dictated sentences stay at the board, and other two pupils from the teams run to you to read the next sentences. Repeat the procedure until the sentences are over. Check the sentences on the board. For every correct sentence a team gets a point. Add one more point to the team who have written their sentences first.

### 5. Workbook activities

#### Ex. 15

➔ **Key:** was, saw, caught, put, helped, found, were, became.

#### Ex. 16

### 6. Round-up

T: *What do you think about the ending of the story? Do you like it? What happened to Kevin in the end?*

What happened to Maggie and Steve? What happened to the Shell Kingdom people? What happened to the Seaweed Monsters? Who is your favourite character?

**Homework**  
PB, ex. 10 ; WB, ex. 17 (**Key:** helicopter, motorbike, plane, hot-air ballon, ship, bike, car).

## LESSON 9

<b>Aim</b> To test vocabulary and grammar/ speaking / listening / reading	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> Dice

Choose one of the tests: Vocabulary and Grammar test 9, Speaking test 9, Listening test 4, Reading test 4.

## LESSON 10 (READER: A TRIP TO THE RAINFOREST)

<b>Aim</b> To develop reading skills (enjoying reading stories in English)	<b>Vocabulary</b>	<b>Grammar</b>
<b>Pronunciation and phonics</b>	<b>Recycling</b>	<b>You will need</b> The Reader

### 1. Warm-up

Take the flashcard of 'the jungles' and introduce the word 'rainforest': *Look! What's this? (The jungle.) What do you know about the jungle? What's the weather like? What animals live there? Another name for this is 'a rainforest'. Write the word on the board. Why do you think it is called 'a rainforest'? (It is wet in the jungle. It often rains there.)*

### 2. Wordbank (Reader, ex. 1, 2)

Ask concept questions to check understanding of the vocabulary: *What insects do you know? (A bee, an ant, a fly, etc.) Are you afraid to touch insects? Is piranha an insect? (No, it's a fish.) What do you know about a piranha? (It's very angry.) Do you like chewing gum? Does chewing gum grow in the rainforest?*

### 3. Reading for gist (Reader, ex. 3)

Pupils read the questions together. Then children listen, read silently and answer the questions. Ask them to read out the sentences to check their answers.

➔ **Key:** 1. A lot of plants grow there. There are also a lot of animals and insects. 2. Because it rains two hundred days a year there. 3. We get a lot of things from these trees – rubber, cocoa and vanilla. People make chewing gum out of this rubber. A lot of plants give us medicine.

### 4. Reading for details (Reader, ex. 4-7)

#### Ex. 4

➔ **Key:**

1. The class went on a trip.
3. Marcus ate some fruit.
2. Anita was afraid of a frog.
6. Kitara's grandmother gave Marcus some tea.
4. Marcus had a stomach-ache.
7. Marcus felt better.
5. The children saw a Yanomani girl.

#### Ex. 7

➔ **Key:** Down: 1. piranhas, 2. rainforest, 3. tall, 4. Kitara; Across: 5. protect, 6. Yanomani, 7. wet, 8. insects.

### 5. Round-up (Reader, ex. 8)

## OPTIONAL LESSON

**Reader:** My Magic Shell

#### Ex. 2

➔ **Key:** 1F, 2T, 3T, 4T, 5T.

#### Ex. 3

➔ **Key:** Across: 1. ship, 2. home, 3. beach, 4. plane, 5. hotel; Down: shell.

# TEST KEYS

## VOCABULARY AND GRAMMAR TESTS

### TEST 1

<b>Version A</b> <ol style="list-style-type: none"><li>1E, 2C, 3B, 4D, 5A</li><li>1. built, 2. crabs, 3. a diary, 4. took, 5. friends</li><li>1b, 2a, 3b, 4c, 5b</li><li>1. Jack saw a crab in the sea yesterday. 2. Where did your friends go in summer? 3. I didn't write a diary yesterday. 4. There were a lot of shells on the beach. 5. Did you swim in the lake last summer?</li><li>Free writing</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1C, 2D, 3B, 4E, 5A</li><li>1. weather, 2. swimming, 3. made, 4. caught, 5. photos</li><li>1b, 2b, 3c, 4c, 5a</li><li>1. Jack saw a crab in the sea yesterday. 2. Did you swim in the river last summer? 3. Where did your brother go in summer? 4. Linda didn't write a diary yesterday. 5. There were a lot of pebbles on the beach.</li><li>Free writing</li></ol>
--	---

### TEST 2

<b>Version A</b> <ol style="list-style-type: none"><li>1D, 2B, 3C, 4E, 5A</li><li>1. collects, 2. collection, 3. them, 4. coin, 5. It</li><li>1a, 2b, 3b, 4b, 5a</li><li>1. My little sister doesn't like playing the piano. 2. I can't find my book. 3. Our teacher is good at playing table tennis. 4. Do you like reading comic books? 5. There are a lot of calendars in my collection.</li><li>Free writing</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1B, 2C, 3D, 4A, 5E</li><li>1. collects, 2. them, 3. sticker, 4. It, 5. collection</li><li>1a, 2b, 3a, 4a, 5a</li><li>1. My little sister doesn't like playing the piano. 2. Our dad is good at playing tennis. 3. There are a lot of postcards in my collection. 4. Does Helen like reading comic books? 5. She can't find her book.</li><li>Free writing</li></ol>
--	--

### TEST 3

<b>Version A</b> <ol style="list-style-type: none"><li>1C, 2E, 3B, 4D, 5A</li><li>1. always, 2. quiz show, 3. comedies, 3. at, 5. never</li><li>1b, 2a, 3a, 4b, 5a</li><li>1. Did you watch TV yesterday? 2. My favourite programme is "Animal Planet". 3. I sometimes watch films in the evening. 4. Liza and Pavel are watching "Superquiz" now. 5. Does your dad always watch the news?</li><li>Free writing</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1E, 2A, 3B, 4C, 5D</li><li>1. nature, 2. always, 3. adventure, 4.at, 5. rarely</li><li>1b, 2a, 3b, 4a, 5b</li><li>1. Did you watch TV yesterday? 2. I often watch cartoons in the evening. 3. Does your uncle always watch the news? 4. Liza and Pavel are watching "Superquiz" now. 5. My favourite programme is "Questions".</li><li>Free writing</li></ol>
---	--

## TEST 4

<b>Version A</b> <ol style="list-style-type: none"><li>1C, 2A, 3E, 4B, 5D</li><li>1. celebrated, 2. decorated, 3. hung, 4. sang, 5. pulled</li><li>1b, 2a, 3c, 4b, 5b</li><li>1. How much bread is there at home? 2. There are some lights on the Christmas tree. 3. Santa puts presents in Christmas stockings. 4. Is there any meat in the fridge? 5. There aren't any sweets in the bag.</li><li>A: There's some tea in the cup. B: There isn't any tea in the cup. A: There are two sandwiches on the table. B: There's one sandwich on the table. A: There are some biscuits in the box. B: There aren't any biscuits in the box.</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1C, 2A, 3D, 4E, 5B</li><li>1. sent, 2. celebrated, 3. decorated, 4. hung, 5. pulled</li><li>1b, 2a, 3b, 4b, 5c</li><li>1. How much bread is there at home? 2. There isn't any meat on the table. 3. There are some ornaments on the Christmas tree. 4. Are there any eggs in the fridge? 5. Santa puts presents in Christmas stockings.</li><li>A: There's some tea in the cup. B: There isn't any tea in the cup. A: There are some sandwiches on the table. B: There aren't any sandwiches on the table. A: There are three biscuits in the box. B: There's one biscuit in the box.</li></ol>
--	--

## TEST 5

<b>Version A</b> <ol style="list-style-type: none"><li>1. next to, 2. behind, 3. between, 4. in front of / next to, 5. opposite</li><li>1. hid, 2. stole, 3. bought, 4. collected, 5. fed</li><li>1a, 2b, 3c, 4b, 5c</li><li>1. You mustn't drop litter in the street. 2. How do I get to the supermarket? 3. Go along Green Street and then turn left. 4. There's a bank opposite the bus stop. 5. I think the city is dirtier than the country.</li><li>Free writing</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1. opposite, 2. in front of, 3. behind / next to, 4. between, 5. next to</li><li>1. went, 2. drove, 3. found, 4. broke, 5. picked</li><li>1a, 2a, 3c, 4b, 5a</li><li>1. You mustn't drop litter in the street. 2. I think the country is cleaner than the city. 3. There's a post-office behind the bank. 4. How do I get to the library? 5. Go along Apple Street and then turn right.</li><li>Free writing</li></ol>
--	---

## TEST 6

<b>Version A</b> <ol style="list-style-type: none"><li>1D, 2B, 3A, 4C, 5E</li><li>1. temperature, 2. nose, 3. want, 4. eat, 5. should</li><li>1a, 2b, 3a, 4b, 5a</li><li>1. How often do you watch TV? 2. You shouldn't drink cold coke. 3. I brush my teeth every day. 4. Let's go to the dentist. 5. How often do you do your exercises?</li><li>Free writing</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1C, 2A, 3B, 4E, 5D</li><li>1. temperature, 2. throat, 3. can't, 4. eat, 5. should</li><li>1a, 2b, 3b, 4a, 5b</li><li>1. How often do you watch TV? 2. I brush my teeth every day. 3. You shouldn't drink cold water. 4. How often do you do your exercises? 5. Let's go to the doctor.</li><li>Free writing</li></ol>
---	--

## TEST 7

<b>Version A</b> <ol style="list-style-type: none"><li>1E, 2B, 3A, 4D, 5C</li><li>1. animals, 2. Australia, 3. Koalas, 4. well, 5. leaves</li><li>1a, 2b, 3b, 4a, 5b</li><li>1. Africa is the hottest continent. 2. The bird is singing beautifully. 3. Abbu went out of the cave. 4. Are you afraid of big spiders? 5. I think they'll climb the mountain.</li><li>Free writing</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1D, 2E, 3B, 4A, 5C</li><li>1. birds, 2. Antarctica, 3. swim, 4. Penguins, 5. fish</li><li>1a, 2a, 3b, 4a, 5a</li><li>1. Africa is the hottest continent. 2. Are you afraid of big ants? 3. I think they'll climb the mountain. 4. The bird is singing beautifully. 5. Abbu went into the cave.</li><li>Free writing</li></ol>
--	--

## TEST 8

<b>Version A</b> <ol style="list-style-type: none"><li>1D, 2A, 3B, 4E, 5C</li><li>1. festival, 2. celebrate, 3. invite, 4. costumes, 5. jokes</li><li>1b, 2a, 3a, 4a, 5b</li><li>1. In Mexico people speak Spanish. 2. The Belarusian flag is green, red and white. 3. What do you do at Christmas? 4. How many presents did you get yesterday? 5. What is Tom's favourite holiday?</li><li>Free writing</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1D, 2C, 3E, 4B, 5A</li><li>1. festival, 2. celebrate, 3. costumes, 4. invite, 5. candles</li><li>1b, 2b, 3a, 4b, 5b</li><li>1. In Mexico people speak Spanish. 2. What do you do at Easter? 3. The Italian flag is green, red and white. 4. What is Mary's favourite holiday? 5. How many cards did you get yesterday?</li><li>Free writing</li></ol>
--	--

## TEST 9

<b>Version A</b> <ol style="list-style-type: none"><li>1B, 2D, 3A, 4E, 5C</li><li>1. summer, 2. French, 3. car, 4. fast, 5. forests</li><li>1a, 2c, 3a, 4b, 5b</li><li>1. Mike went to the railway station by car. 2. Has your dad got a motorbike? 3. I don't like travelling by bus. 4. My friend is going to Italy in summer. 5. Where are you going next summer?</li><li>Free writing</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1C, 2B, 3E, 4A, 5D</li><li>1. summer, 2. German, 3. train, 4. comfortable, 5. fields</li><li>1a, 2c, 3b, 4a, 5c</li><li>1. Mike went to the railway station by car. 2. My uncle is going to India in summer. 3. Where are you going next week? 4. Has your friend got a motorbike? 5. Ann doesn't like travelling by ship.</li><li>Free writing</li></ol>
---	--

## LISTENING TESTS

### TEST 1 (TERM I)

<b>Version A</b> <ol style="list-style-type: none"><li>1D, 2B, 3E, 4C, 5A</li><li>1V, 2V, 3X, 4V, 5X</li><li>Marianna Sullivan</li><li>1T, 2F, 3F, 4T, 5T</li><li>1. Bradley, 2. Knight, 3. 4B, 4. 13, 5. comic books</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1B, 2D, 3C, 4E, 5A</li><li>1V, 2V, 3X, 4V, 5X</li><li>Marianna Sullivan</li><li>1T, 2T, 3T, 4F, 5F</li><li>1. Bradley, 2. Knight, 3. 4B, 4. 13, 5. comic books</li></ol>
---	---

### TEST 2 (TERM II)

<b>Version A</b> <ol style="list-style-type: none"><li>1D, 2A, 3C, 4B, 5E</li><li>1V, 2X, 3V, 4V, 5X</li><li>1a, 2a, 3a, 4b, 5b</li><li>1T, 2F, 3F, 4T, 5F</li><li>1. The news, 2. a cartoon, 3. the comedy, 4. a detective, 5. a music</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1E, 2B, 3A, 4C, 5D</li><li>1V, 2X, 3V, 4V, 5X</li><li>1a, 2b, 3a, 4a, 5a</li><li>1T, 2T, 3F, 4F, 5T</li><li>1. The news, 2. a cartoon, 3. the comedy, 4. a detective, 5. a music</li></ol>
---	---

### TEST 3 (TERM III)

<b>Version A</b> <ol style="list-style-type: none"><li>1B, 2D, 3E, 4A, 5C</li><li>1X, 2V, 3V, 4X, 5X</li><li>1. Grand, 2. Richard</li><li>1F, 2F, 3T, 4F, 5T</li><li>1. out of, 2. turn, 3. river, 4. hill, 5. opposite</li></ol>	<b>Version B</b> <ol style="list-style-type: none"><li>1E, 2A, 3B, 4C, 5D</li><li>1X, 2V, 3V, 4X, 5X</li><li>1. Grand, 2. Richard</li><li>1F, 2T, 3F, 4F, 5F</li><li>1. out of, 2. turn, 3. river, 4. hill, 5. opposite</li></ol>
---	---

## TEST 4 (TERM IV)

Version A	Version B
1. 1B, 2E, 3C, 4A, 5D	1. 1C, 2D, 3A, 4B, 5E
2. 1V, 2V, 3X, 4X, 5V	2. 1V, 2V, 3X, 4X, 5V
3. 1a, 2b, 3a, 4a, 5b	3. 1a, 2a, 3a, 4b, 5a
4. 1F, 2F, 3T, 4F, 5T	4. 1F, 2T, 3F, 4T, 5F
5. 1. party, 2. funny, 3. nose, 4. candle, 5. pumpkin	5. 1. party, 2. funny, 3. nose, 4. candle, 5. pumpkin

### TAPESCRIPTS

#### Test 1

**Task 1. Listen and match. What did the children bring to the “Show and tell” lesson?**

1

**A boy:** *In the summer holidays I went to an old castle. In the castle there was a museum and a gift shop. I bought a very interesting badge there. Look!*

2

**A girl:** *I spent my holidays at the seaside. Every day I collected shells. One day I found a very big shell on the beach. It was beautiful. Look!*

3

**A boy:** *I spent my summer holidays in the country. Every evening I read books. Reading is my hobby!*

4

**A girl:** *My family and I were at the seaside. There were lots of pebbles on the beach. They were blue, orange, brown and grey. I've brought some pebbles home. Look!*

5

**A boy:** *In summer I went to America. I liked going to different places there. I bought a lot of stickers, calendars and model cars. This is my favourite car, a Ferrari. Look!*

**Task 2. The children are in the Reading lesson. Listen and tick or cross.**

**Teacher:** *Did you read any books in the summer holidays, Olga?*

**Olga:** *Of course I did, Mr Collins.*

**Teacher:** *Did you read any books about animals?*

**Olga:** *Yes, I read a lot of them. “My family and other animals” was the best.*

**Teacher:** *Hm, what about poems? Did you read any poems?*

**Olga:** *Yes, I did. I like poems very much.*

**Teacher:** *I see. Did you read any fables in summer?*

**Olga:** *Fables? I'm afraid not. I don't like them.*

**Teacher:** *What about fairy-tales, Olga?*

**Olga:** *I read one fairy-tale. It was about Baba Yaga. It was a Russian fairy-tale.*

**Teacher:** *Did you read any magazines in the summer?*

**Olga:** *No, I didn't.*

**Task 3. There's a new pupil in the class. Write her surname.**

**Teacher:** *Hello, children.*

**Children:** *Hello, Mr Collins.*

**Teacher:** *So, we've got a new pupil.*

**Maggie:** *Mr Collins, this is Marianna. She's from Dover.*

**Marianna:** *Hello, Mr Collins.*

**Teacher:** *Hello, Marianna. Glad to see you. How do you spell your name?*

**Marianna:** *M-A-R-I-A-N-N-A.*

**Teacher:** *And what's your surname, Marianna?*

**Marianna:** *Sullivan.*

**Teacher:** *How do you spell your surname?*

**Marianna:** *S-U-L-L-I-V-A-N.*

**Teacher:** *S-U-L-L-I-V-A-N. Is that right?*

**Marianna:** *Yes, Mr Collins.*

**Teacher:** *Welcome to Class 4B, Marianna.*

**Task 4. Listen to the teacher's story about his summer holidays. Are these sentences true or false?**

**A teacher:**

*I spent my summer holidays in the mountains. I went there with my family. We stayed in a nice small hotel. Every day we went walking. We walked for long hours. We took sandwiches, fruit and drinks with us and had picnics in the afternoon in the woods.*

*This is a photo of my wife, Barbara. She's skiing down the mountain! She went skiing every day. She's very good at skiing!*

*These are my sons George and Simon. In the photo they're riding horses. They rode horses three days a week. Now they're very good at it.*

*This is my daughter, Patricia. Here she's at the top of the mountain. She climbed it with her friends four times. She looks very happy in the picture.*

*We spent two weeks in the mountains. Our summer holidays were great!*

**Task 5. Mrs Tate works at the school library. A new pupil wants some books. Listen and fill in the gaps in his library card.**

**Mrs Tate:** Hello, my name's Mrs Tate. I'm a school librarian. What's your name, please?

**Bradley:** I'm Bradley Knight.

**Mrs Tate:** OK. How do you spell it?

**Bradley:** K-N-I-G-H-T.

**Mrs Tate:** Oh, I see. K-N-I-G-H-T. How old are you, Bradley Knight?

**Bradley:** I'm ten, Mrs Tate.

**Mrs Tate:** Ten. Are you in Mr Collins's class?

**Bradley:** Yes, Mrs Tate. I'm in Class 4B.

**Mrs Tate:** What's your address, Bradley Knight?

**Bradley:** I live at 13 Redwood Street.

**Mrs Tate:** Oh, really? Do you live at Number 13? I live at Number 15! You're my neighbour! Nice to meet you, Bradley! What books do you like reading?

**Bradley:** I like comic books very much. Do you have "The Hobbit" as a comic book in the library?

**Mrs Tate:** Yes, of course. Here you are.

**Bradley:** Wow! That's great! Thank you, Mrs Tate.

**Mrs Tate:** You're welcome, Bradley.

## Test 2

**Task 1. Listen and match the texts to the pictures.**

1

**Grandad:** Hello Mike!

**Mike:** Hi Grandad. How are you?

**Grandad:** I'm fine. What about you?

**Mike:** Fine, Christmas is coming.

**Grandad:** Oh, great! What are you doing?

**Mike:** I'm making Christmas cards for my family and friends.

2

**Grandad:** What's Ann doing?

**Mike:** She's hanging her Christmas stocking by the fireplace.

**Grandad:** What present does she want from Santa?

**Mike:** She wants a big teddy bear. Her Christmas stocking is very big.

3

**Grandad:** What about Jack? Where is he?

**Mike:** He's in the living-room. He's decorating the Christmas tree.

4

**Grandad:** What's Pam doing? Is she decorating the tree too?

**Mike:** No, she isn't. She's watching an adventure film.

**Grandad:** What film?

**Mike:** Let me see ... "Indiana Jones" I think.

5

**Grandad:** Where's your mum?

**Mike:** She's making Christmas pudding in the kitchen and Dad is helping her.

**Grandad:** Can I talk to her?

**Mike:** OK, I'll get her.

**Task 2. Mike is going to have breakfast. Listen and tick or cross.**

**Mum:** What would you like for breakfast, Mike?

**Mike:** I'd like some cornflakes.

**Mum:** Would you like some tea?

**Mike:** No, thank you. I'd like a cup of cocoa.

**Mum:** What about a roll?

**Mike:** Yes, please.

**Mum:** Any honey?

**Mike:** No, thank you. Just a roll.

**Mum:** Here you are.

**Mike:** Thank you.

**Task 3. Listen and circle the correct clock.**

1

**Reporter:** Mike, when do you usually get up?

**Mike:** At half past seven.

2

**Reporter:** When does your school start?

**Mike:** At quarter past eight.

3

**Reporter:** When do you finish school?

**Mike:** My last lesson is over at two o'clock.

4

**Reporter:** Do you have your guitar class in the afternoon?

**Mike:** Yes, I do. It starts at twenty past four.

5

**Reporter:** And when is your guitar class over?

**Mike:** Mm. At half past five.

**Task 4. Yesterday Mike was at a Christmas party. Are these sentences true or false?**

**Dad:** How was the party, Mike?

**Mike:** It was great! The school was so beautiful. There were balloons on the walls. In the hall there was a big Christmas tree decorated with ornaments, tinsel and sweets. All the children were wearing costumes. We had a lot of fun.

**Dad:** What costume did you wear?

**Mike:** I was a cowboy. I wore black trousers, a black shirt, cowboy boots and a big hat.

**Dad:** What did you do?

**Mike:** First we sang carols in the hall, in front of the Christmas tree. Then we pulled crackers.

**Dad:** What did you find in your cracker?

**Mike:** Oh, a nice pencil and a joke about an orange elephant.

**Dad:** Why is the elephant orange?

**Mike:** Because it eats too many carrots. Ha-ha-ha!  
**Dad:** I see. And what did you eat at the party?  
**Mike:** There were a lot of biscuits, sweets and cakes.  
 We also had fruit and drinks.  
**Dad:** Did Santa come to your party?  
**Mike:** Yes, he was very funny. He played with us  
 and told us stories.

**Task 5. Mike hasn't got a TV guide. He is calling his friend to ask about his favourite programmes. Listen and fill in the gaps.**

**Mike:** Frank, could you read me the TV programme for today?  
**Frank:** OK, wait a minute. The news is at 3.00.  
 At 3.30 – A cartoon “Santa in summer”.  
**Mike:** A cartoon? “Santa in summer?”  
**Frank:** Yes. Then the comedy “The Christmas surprise” at 4.20. It's a good comedy.  
**Mike:** Well, what's next?  
**Frank:** At 5.50 – a sports programme “The fastest, the strongest and the best”. Then at 8.30 there's a detective film “The Lost Christmas trees”.  
**Mike:** “The Lost Christmas trees”... It's interesting! I love detective films.  
**Frank:** And after the film, at 9.45 – a music programme “Christmas with pop stars”.  
**Mike:** Thank you, Frank. I'm going to watch TV now!

### Test 3

**Task 1. The children are looking at the animals. Listen and match the texts to the pictures.**

1

**Boy:** Wow! Look at that shark! Look at its mouth!  
 It's got so many teeth.  
**Girl:** Let's go. I'm afraid of sharks.  
**Boy:** Don't worry. It's behind the glass.

2

**Boy:** Look at those ostriches! Can they fly?  
**Girl:** No, they can't, but they can run very well.

3

**Girl:** Oh, the giraffes are so beautiful!  
**Boy:** And so tall! Why do they have such long necks?  
**Girl:** I don't know. To eat leaves from tall trees.  
**Boy:** I think so.

4

**Boy:** Look at the hippos! They're so big and slow.  
**Girl:** They are big but they aren't slow. They can swim very well. They can swim better than you!

5

**Boy:** Oh, I like these monkeys. They're funny.  
**Girl:** They look like people.  
**Boy:** Yes, look at that baby! He's got a stomach-ache. Poor thing.  
**Girl:** Oh, dear. I think he's eaten too many bananas.

**Task 2. The teacher is speaking to the pupils. Listen and tick or cross.**

**Teacher:** Now, children. Listen to me carefully. First of all, you mustn't touch the animals. It's dangerous!  
**Children:** Yes, Mr Jones.  
**Teacher:** In the zoo, you should be quiet.  
**Children:** OK.  
**Teacher:** I'm going to tell you a lot of interesting things about animals. You must listen to me carefully.  
**Girl:** Mr Jones, can we feed the animals? I want to give a banana to a monkey!  
**Teacher:** No, you mustn't give any food to the animals at the zoo. It's bad for them. Only people who work at the zoo feed the animals there.  
**Girl:** OK, Mr Jones...  
**Teacher:** Children, remember, you mustn't drop litter in the zoo!  
**Children:** Yes, Mr Jones!  
**Teacher:** OK, let's look at the animals now...

**Task 3. Listen to the zoo-keeper and spell the name of the lion.**

**Girl:** Do all the animals have names?  
**Zoo keeper:** Yes, they do.  
**Girl:** What's the elephant's name?  
**Zoo keeper:** Grand.  
**Girl:** How do you spell it?  
**Zoo keeper:** G-r-a-n-d.  
**Girl:** Thank you. And what's the lion's name?  
**Zoo keeper:** Richard. That's R-i-c-h-a-r-d.  
**Girl:** R-i-c-h-a-r-d, thank you.

**Task 4. The teacher is speaking about giraffes. Are these sentences true or false?**

**Teacher:** Giraffes are the tallest animals in the world. They live in African grasslands. A giraffe's favourite food is green leaves. The giraffe needs a long neck because the best leaves are at the tops of the trees. Giraffes eat eighteen hours a day! Giraffes are afraid of many animals: lions, cheetahs and some others. So they run very quickly.

**Task 5. The assistant is telling Denis the way to the tigers. Listen and fill in the gaps.**

**Denis:** Excuse me, can you tell me the way to the tigers? I can't find them and I haven't got a map.  
**Assistant:** The tigers? They're not far away. Go out of the cafe and turn right. Walk past the gift shop. You'll see a river. Go over the bridge and then go straight ahead. Walk across the playground, past the hill and then you'll see them. They are opposite the hippos.  
**Denis:** Thank you.

## Test 4

### Task 1. Match the children with their countries.

1

**Man:** Hi! What's your name?

**Boy:** Jack.

**Man:** Where are you from?

**Boy:** From Chicago, the USA.

2

**Man:** OK, what's your name?

**Girl:** Hadija.

**Man:** What a beautiful name! Where are you from?

**Girl:** I'm from Egypt.

3

**Man:** And your name is ...

**Girl:** Mira. That's my name.

**Man:** Where are you from?

**Girl:** From India.

4

**Boy:** My name's Johan.

**Man:** Hi, Johan. Where are you from?

**Boy:** I'm from Germany.

5

**Man:** And what's your name?

**Boy:** I'm Mario. I'm from Italy.

**Man:** Hello, Mario.

### Task 2. What ways of travelling does Johan like? Listen and tick or cross.

**Man:** Johan, how did you get here from Germany?

**Boy:** By plane. I like planes. They're fast.

**Man:** What about trains? Do you like travelling by train?

**Boy:** Yeah. They're comfortable. I like looking through the train window.

**Man:** What about ships?

**Boy:** Last year we travelled to Finland by ship. I didn't like it. I felt sick.

**Man:** Now buses. Do you like buses?

**Boy:** Oh no. Buses are very slow.

**Man:** Has your family got a car?

**Boy:** We've got a very fast car, a Volkswagen. We often travel by car. I like it very much.

### Task 3. The children are talking about their birthdays. Circle the correct date.

1

**Man:** When is your birthday, Jack?

**Boy:** It's on the 3rd of October.

**Man:** The 3rd of October?

**Boy:** That's right.

2

**Man:** Hadija, when were you born?

**Girl:** On the 30th of November.

**Man:** OK, on the 30th of November.

3

**Man:** What about you, Mira? When is your birthday?

**Girl:** It's on the 16th of March.

**Man:** On the 6th of March?

**Girl:** No, on the 16th of March.

4

**Man:** When were you born, Johan?

**Boy:** In April. On the 21st of April.

**Man:** The 21st of April.

5

**Man:** Mario, when is your birthday?

**Boy:** It's on the 11th of June.

**Man:** OK, on the 11th of June.

### Task 4. Jack and Mira are talking. Are these sentences true or false?

**Mira:** What's your favourite season, Jack?

**Jack:** I like spring. It's warm and very beautiful in spring in my country.

**Mira:** Where is your country?

**Jack:** It's in America.

**Mira:** In North America or South America?

**Jack:** In North America. What about you? Are you from India?

**Mira:** Yes, I am.

**Jack:** Where is it?

**Mira:** My country is in Asia.

**Jack:** What's the weather like in your country? Is it warm?

**Mira:** In India it's very hot all year round.

### Task 5. Jack is speaking about his favourite festival. Fill in the gaps.

**Mira:** What's your favourite holiday, Jack?

**Jack:** Let me think. I like many holidays but my favourite festival is Halloween.

**Mira:** Halloween? Why?

**Jack:** At Halloween we usually have a school party. All the children wear funny costumes and masks. We have a lot of fun!

**Mira:** It's like a carnival, isn't it?

**Jack:** Yes, it is. I usually take a pumpkin and cut out two eyes, a nose and a mouth. It looks like a face. In the evening I light a candle and put it into the pumpkin. It's very beautiful.

**Mira:** How interesting!

## READING TESTS

### TEST 1 (TERM I)

<b>Version A</b> 1. 1C, 2A, 3D, 4E, 5B 2. 1T, 2F, 3T, 4F, 5T 3. 1a, 2b, 3c, 4b, 5a 4. 1. Julie. 2. Tom. 3. Julie. 4. Julie and Tom. 5. Julie and Tom. 5. 1. Sunday. 2. In the morning / After breakfast. 3. Shells and pebbles. 4. To the zoo. 5. Horses, zebras and giraffes.	<b>Version B</b> 1. 1B, 2D, 3E, 4A, 5C 2. 1T, 2T, 3F, 4F, 5T 3. 1a, 2c, 3a, 4b, 5c 4. Julie. 2. Tom. 3. Julie. 4. Julie and Tom. 5. Julie and Tom. 5. 1. Sunday. 2. In the morning. / After breakfast. 3. Shells and pebbles. 4. Horses, zebras and giraffes. 5. To the zoo.
--	--

### TEST 2 (TERM II)

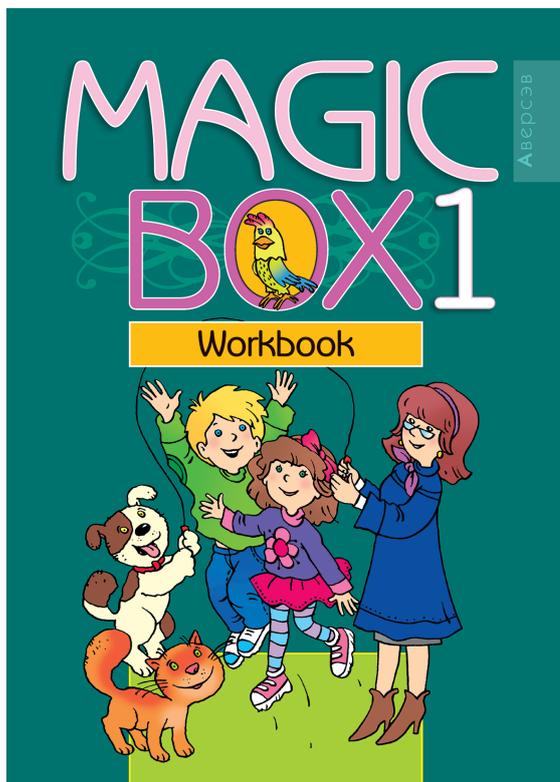
<b>Version A</b> 1. 1C, 2B, 3E, 4A, 5D 2. 1F, 2F, 3T, 4T, 5F 3. 1a, 2b, 3b, 4b, 5c 4. 1. Karlsson, 2. Lillebror. 3. Karlsson and Lillebror. 4. A (blond) woman. 5. Karlsson. 5. 1. In Stockholm. 2. With his family. 3. Ten. 4. In a horror film. / On TV. 5. Cartoons.	<b>Version B</b> 1. 1D, 2E, 3A, 4B, 5C 2. 1F, 2F, 3F, 4T, 5T 3. 1a, 2a, 3b, 4a, 5c 4. 1. Karlsson. 2. Karlsson and Lillebror. 3. Karlsson. 4. Karlsson and Lillebror. 5. A (blond) woman. 5. 1. In Stockholm. 2. 8 years old. 3. Near the door. / Near Karlsson's house. / On the roof. 4. Cocoa. 5. On the sofa.
--	---

### TEST 3 (TERM III)

<b>Version A</b> 1. 1B, 2D, 3E, 4A, 5C 2. 1F, 2T, 3F, 4F, 5T 3. 1c, 2a, 3c, 4c, 5a 4. 1. Everyone. 2. Johnny. 3. Johnny. 4. The bear. 5. The people. 5. 1. Many years ago. 2. In the forest. 3. It was very cold. 4. Because all animals were Johnny's friends. 5. In the morning.	<b>Version B</b> 1. 1D, 2E, 3A, 4C, 5B 2. 1F, 2F, 3T, 4T, 5T 3. 1c, 2b, 3b, 4a, 5c 4. 1. Everyone. 2. Johnny. 3. The bear. 4. The people. 5. The people 5. 1. Many years ago. 2. In winter. 3. It was very cold. 4. Because all animals were Johnny's friends. 5. In the forest.
--	--

### TEST 4 (TERM IV)

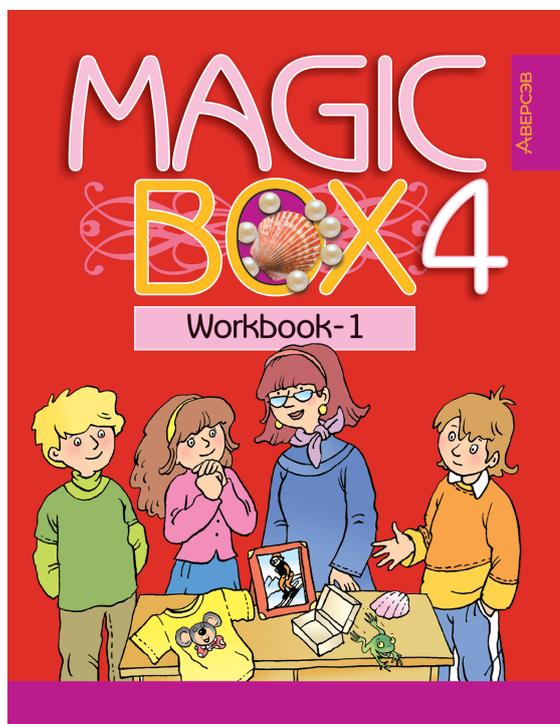
<b>Version A</b> 1. 1B, 2A, 3D, 4E, 5C 2. 1F, 2T, 3F, 4T, 5T 3. 1c, 2a, 3b, 4b, 5a 4. 1. In Spain. 2. In Britain. 3. In Egypt. 4. In Egypt. 5. In Egypt. 5. 1. Three. 2. By ship. 3. A policeman. 4. She liked to look at the clouds. 5. Egypt, Britain.	<b>Version B</b> 1. 1D, 2B, 3C, 4A, 5E 2. 1F, 2F, 3T, 4T, 5F 3. 1c, 2c, 3c, 4a, 5b 4. 1. In Spain. 2. In Egypt. 3. In Egypt. 4. In Britain. 5. In Italy. 5. 1. Three. 2. French girls. 3. Pasta and pizza. 4. Spain, Italy, Egypt. 5. She liked to look at the clouds.
---	--



### **Magic Box 1. Workbook**

*Н. М. Седунова, А. И. Калишевич,  
А. Ф. Каркашин, Л. М. Лапицкая,  
А. В. Манешина, Т. С. Новикова,  
З. В. Полиенко, А. П. Пониматко,  
Т. Ю. Севрюкова*

Рабочая тетрадь является составной частью учебно-методического комплекса «Волшебная шкатулка» для 1-го класса, в который также входят книга для ученика, алфавит, книга для учителя, аудиоприложение и набор тематических карточек.



### **Magic Box 4. Workbook-1**

*Н. М. Седунова, А. И. Калишевич,  
Т. С. Новикова, А. П. Пониматко,  
Т. Ю. Севрюкова, Л. М. Лапицкая*

Рабочая тетрадь-1 является составной частью учебно-методического комплекса «Волшебная шкатулка» для 4-го класса, в который также входят книга для ученика, рабочая тетрадь-2, тесты, книга для чтения, книга для учителя, аудиоприложение, набор тематических карточек и тетрадь-словарик.

Тетрадь является логическим продолжением книги для ученика и предназначена для индивидуальной работы школьника в классе и дома.



**[aversev.by](http://aversev.by)**

Полный каталог учебной литературы, полезные материалы, а также акции и специальные предложения.