

4 Year in, year out

Sing a song



Language focus

Aims

- to sing a song
- to identify the days of the week
- to talk about one's favourite day

Vocabulary

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Structures

What day is it today? (Monday).

What's your favourite day? (Saturday).

- Ask Ss to read the song silently.
- Play the song once and have Ss listen.
- Play the song again and when Ss feel comfortable, invite them to sing the song.



TPR Activity

- Hand out a sheet of plain A4 paper to each S.
- Assign a day of the week to each S and ask them to draw something that they usually do on that day.
- Once Ss are finished, explain that they are going to listen to the song *My favourite day* (Track 54) and raise their paper every time they hear the day of the week they've been assigned being sung.

Grammar box

- Draw Ss' attention to the grammar box.
- Explain to Ss that we use the question *What day is it today?* when we want to ask about what day of the week it is on that particular day. We use the question *What's your favourite day?* when we want to ask someone about his/her favourite day.

Activity 2



- Write today's date on the board, point to the day and say *It's (Tuesday)*. Then ask Ss *What day is it today?* Encourage Ss to answer *It's (Tuesday)*.
- Say *My favourite day is (Saturday)*. Then ask Ss *What's your favourite day?* Encourage Ss to answer.
- Direct Ss' attention to the two children in the picture and ask them to guess what's happening. (The girl is asking the boy what day it is and what his favourite day of the week is).
- Read the exchange and have Ss chorally repeat after you.
- Divide Ss into pairs and, in turns, have them ask their partners what day of the week it is and what their favourite day is.
- Have some pairs of Ss present the exchange to the class.



Materials

- an English calendar
- plain A4 paper (enough for all Ss)

Lesson plan



Warm up

- Hold up an English calendar for Ss to see. Point to each of the days of the week and say them aloud. Repeat and have Ss repeat after you.

Vocabulary



Track 53

- Have Ss open their books at page 43. Point out the days of the week in the vocabulary section.
- Play the CD a few times and have Ss point to the days of the week and repeat.
- Say the days of the week again in random order and have Ss repeat and point.

Activity 1

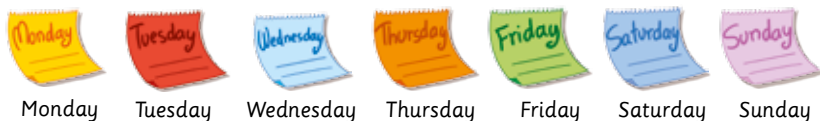


Track 54

- Ask Ss (in L1) what they see in the picture (The boy and the girl are playing with a frisbee.). Tell the Ss they're going to listen to a song. Ask them to guess what it's going to be about.

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Sing a song



1 Listen and sing.



My favourite day

Monday, Tuesday
Are really cool

Wednesday, Thursday
I go to school

Friday, Friday
Is my favourite day

Saturday, Sunday
I play all day.

Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday!



Grammar

What day is it today? Monday.
What's your favourite day? Sunday.

2 Ask and answer.

What day is it today?

Tuesday.

What's your
favourite day?

Saturday.

43



Workbook (OPTIONAL)

Activity 1

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

Activity 2 Track 55

Listening transcript

1. **Girl:** What day is it today? Is it Saturday?

Boy: No, it isn't. It's Friday. We go to school on Friday.

2. **Girl:** What's your favourite day?

Boy: Sunday! I go to the cinema on Sunday.

3. **Boy:** What's your favourite day?

Girl: Saturday! I go to the park with my friends on Saturday.

- a. 2 b. 3 c. 1

Activity 3

open answers

Ask members of your family what their favourite day is when you get home, e.g. *What's your favourite day?*



Optional

Sing the next line

- Explain to Ss that you are going to play the song *My favourite day* (Track 54) and stop it every now and then. They will have to try and remember what comes next in the song and continue singing.
- Play the song once for Ss to hear the whole thing.
- Then play it again pausing only a couple of times for Ss to sing.
- Keep playing the song pausing more and more each time so Ss have more to sing without the CD each time.
- In the end, see if Ss can sing the whole song without hearing the words.



Before leaving



- Ask each S what his/her favourite day is before leaving.



Language focus

Aims

- to identify the months of the year
- to learn prepositions of time
- to revise the days of the week

Structures

I (have karate) on (Saturday at seven o'clock).

When's your birthday?

It's in (October).



Materials

- an English calendar
- a daily planner in English
- an empty gift bag
- Blu tack

Revision

- Revise the days of the week by playing the *Spelling game*.
- Invite Ss to stand in line in front of the board.
- Explain to Ss that you are going to call out a word learnt in the previous lesson and that each S will have to call out a letter in order to spell the word down the line.
- If a S calls out the wrong letter or doesn't know the letter when his/her turn comes, he/she is eliminated.
- The Ss to stay in the line until the end are the winners.

Lesson plan



Warm up

- Stick the calendar pages on the board.
- Present the months of the year by pointing to each page of the calendar and saying the month aloud. Do this a couple of times and have Ss repeat after you.

Vocabulary Track 56

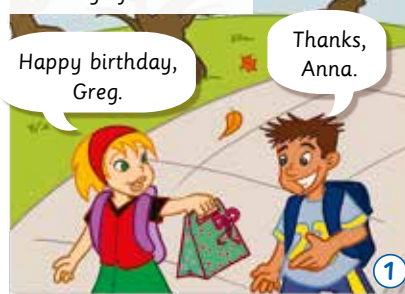
- Have Ss open their books at pages 44-45. Point out the months of the year in the vocabulary section.
- Play the CD a few times and have Ss point to the months and repeat.
- Say the months again in random order and have Ss repeat and point.



January February March April May June July

1 Listen and read.

Thursday after school...



When's your birthday, Anna?

It's in October too! It's on Saturday. Let's have a party at my house on Saturday for our birthdays.

What time?

At seven o'clock.



Sorry, I can't Anna. I have karate on Saturday at seven o'clock.

What about Friday?



No, no. Sorry, I can't. I have basketball.

What about Sunday morning then?



Sorry, Anna, I can't on Sunday morning. I ...



Surprise!!!! Happy birthday, Greg!

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Activity 1 Track 57

- Direct Ss' attention to the story. Ask Ss to look at the first two frames and ask them what season it is (autumn).
- Ask Ss (in L1) to tell you what they think is happening (Anna and Greg are on their way home from school. Anna gives Greg his birthday present. Greg thanks Anna and asks her when her birthday is. They discover that their birthdays are close and Anna suggests that they throw a party for their birthdays together. Greg is disappointed when he discovers that he is busy on all of the days Anna has suggested. They arrive at Greg's house where a surprise awaits him. All of his friends are already at his house and have thrown him a surprise party.)
- Ask Ss to point to the appropriate bubbles and follow along as you play the CD.
- Play the CD again and encourage Ss to shadow read.
- Play the CD once more and pause after each phrase for Ss to repeat.
- Ask Ss comprehension questions, e.g. *Is it Greg's birthday today?* (Yes, it is.) *When's Anna's birthday?* (It's in October too. It's on Saturday.) *Does Greg have basketball on Saturday at seven o'clock?* (No, he doesn't. He has karate.) *What does Greg have on Friday?* (He has basketball.)
- Model acting out the dialogue with two Ss. Choose four Ss to act it out for the class. Then have Ss act out the dialogue in groups of three.



August



September



October



November



December

Grammar

I have karate **on** Saturday at seven o'clock.

When's your birthday?
It's **in** October.

2 Read activity 1, point and say the day.



1.



2.



3.

3 Listen and point.



1.

Nora



2.

Jack



3.

Clara



4.

Tom

a November

b September

c January

d March

4 Ask and answer.

When's your birthday?

It's in March. Come to my birthday party at my house! It's on Saturday!

Thank you!

5 Use a calendar and write when your birthday is this year, e.g. *My birthday is in July. It's on Friday.*

- Have groups of Ss perform in front of the whole class. Use the gift bag as a prop for Greg's gift.

Grammar box

- Say *We have English on Friday*. Write this sentence on the board.
- Say *My birthday is in (September)*. Write this sentence on the board and have Ss repeat it.
- Choose a random S and ask him/her *When's your birthday?* Encourage him/her to answer and write the answer on the board.
- Ask Ss to guess when we use *in* and *on*. Elicit that we use *in* before months and *on* before days.
- Direct Ss' attention to the grammar box. Read the sentences out loud and have Ss repeat after you.

Activity 2

- Direct Ss' attention to the pictures and ask them what is happening. (1. Greg is doing karate. 2. Greg is playing basketball. 3. It's Anna's birthday.)
- Explain to Ss that they have to read activity 1 again, point to the pictures and say the day that corresponds to each one.

first picture: Saturday
second picture: Friday
third picture: Saturday

Activity 3 Track 58

- Direct Ss' attention to the pictures.
- Explain to Ss that they are going to listen to four exchanges and they have to point to the pictures and the corresponding months.
- Play the CD once, pausing after each exchange.

Listening transcript

1. **Girl 1:** *When's your birthday, Nora?*

Girl 2: *It's in January.*

2. **Boy 1:** *When's your birthday, Jack?*

Boy 2: *It's in March.*

3. **Girl 1:** *When's your birthday, Clara?*

Girl 2: *It's in September.*

4. **Boy 1:** *When's your birthday, Tom?*

Boy 2: *It's in November.*



1. c 2. d 3. b 4. a

Activity 4

- Direct Ss' attention to the picture of the children and ask them to guess what they are doing. (They are asking and answering questions and inviting one another to their birthday parties.)
- Explain to Ss that they are going to take turns asking and answering questions, as seen in the example.
- Divide Ss into pairs and have them do the activity.
- Have a few pairs of Ss come to the front of the classroom and present their exchanges.

Activity 5

- Draw Ss' attention to activity 5.
- Explain to Ss that they are going to use a calendar and note down the day on which their birthday falls and say, e.g. *My birthday is in July. It's on Friday.*



Workbook (OPTIONAL)

Activity 1



- | | |
|-------------|--------------|
| 1. January | 7. July |
| 2. February | 8. August |
| 3. March | 9. September |
| 4. April | 10. October |
| 5. May | 11. November |
| 6. June | 12. December |

Activity 2



open answers

Tell Ss to ask some family members about their birthdays, e.g. *When's your birthday?*

4 Our world

Language focus

Aims

- to talk about the weather
- to talk about the seasons in different parts of the world
- to talk about sports played in different seasons

Vocabulary

Sports: go windsurfing, go skiing, go sailing

Weather: hot, cold, windy, It's sunny.

Clothes/Accessories: glove, scarf, coat

Noun: snow

Structures

I go (swimming) in the summer.

He goes (skiing) in the winter.

They go (sailing) in the summer.



Materials

- flashcards of *go windsurfing*, *go skiing*, *go sailing*, *hot*, *cold*, *windy*, *It's sunny*, *snow*, *glove*, *scarf*, *coat*
- Blu tack

Revision

- Revise the months of the year and the days of the week by playing the game **Say the final word**.
- Divide Ss into pairs.
- Tell Ss that they are going to take turns saying the months of the year in order. They can say one, two or three months at a time. The S who says the last month (December) is the winner.
- Demonstrate how the game is played with a S. Then have Ss play the game.
- To revise the days of the week as well, tell Ss that they can only say one or two days at a time and the winner is the S who says *Sunday*.
- Play this game for as long as time permits.

Lesson plan



Warm up

- Stick the flashcards on the board, point to each one and encourage Ss to say the action/weather/clothing

4

Our world



go windsurfing



go skiing



go sailing



hot



cold



windy



snow

1 Listen and read.

Seasons Around the World

Science



1

In Canada, it's winter from December to February. It's cold and it snows in the winter. We wear hats, coats, gloves and scarves. In Canada, we go skiing in the winter too.

2

In Australia, it's summer from December to February. It's hot and sunny. We go swimming in the summer. When it's windy, we go windsurfing. We go sailing too!



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item depicted on them and mime something that corresponds to the pictures depicted at the same time.

Vocabulary Track 59

- Have Ss open their books at page 46.
- Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point to the words and repeat.
- Say the words again in random order and have Ss repeat and point.

Activity 1 Track 60

- Have Ss look at the pictures and ask them to identify the different sports.
- Ask Ss to follow along in their books as you play the CD.
- Play the CD again and encourage Ss to shadow read.
- Ask Ss comprehension questions such as the following:
What season is it in Canada from December to February? (It's winter.)
What's the weather like in the winter in Canada? (It's cold and it snows.)
What do they wear in Canada in the winter? (They wear hats, coats, gloves and scarves.)
What sport do they do in the winter in Canada? (They go skiing.)
When is it summer in Australia? (It's summer from December to February.)
What's the weather like in Australia during the summer? (It's hot and sunny.)
When do people in Australia go windsurfing? (They go windsurfing when it's windy.)
What else do they do when it's windy? (They go sailing.)



It's sunny.



scarf



glove



coat

Grammar

I go swimming in the summer.
He goes skiing in the winter.
They go sailing in the summer.

2 Look at activity 1, read and say C for Canada or A for Australia.

1. It's winter from December to February.
2. It's summer from December to February.
3. We go skiing in the winter.
4. We go sailing or windsurfing in the summer.

3 Listen and point.



1.

Suzie



2.

Max



3.

Mary



Ray



a.



b.



c.

4 Ask and answer.



Do you like the summer?



Yes, I do. I like swimming. I don't like windsurfing.

5 Write about what you like doing in the winter/summer in your notebook.

Grammar box

- Direct Ss' attention to the grammar box at the top of page 47.
- Read the sentences and have Ss repeat (chorally - in groups - individually).
- Ask Ss what they notice about the second sentence. Elicit that we add **-s** or **-es** to verbs in the third person singular.

Activity 2

- Ss refer to the texts in activity 1, read the sentences in activity 2 and say C for Canada or A for Australia accordingly.

1. C 2. A 3. C 4. A

Activity 3 Track 61

- Direct Ss' attention to the pictures of the sports and ask Ss to identify them.
- Explain that they will listen to the three exchanges talking about the sports they like doing and they have to point to the pictures of the sports accordingly.

Listening transcript

1. **Girl 1:** Hi, Suzie! Do you like winter?

Girl 2: Yes, I do. I like winter. I go skiing with my family. I don't like summer. It's hot.

2. **Boy 1:** I can't wait for summer. I like swimming. Do you like swimming, Max?

Boy 2: No, I don't like swimming, but I like windsurfing. I go windsurfing

with my friends in the summer!

3. **Boy 2:** Hi, Mary. What do you like doing in the summer?

Girl 1: Well, when it's windy, I go sailing with my brother, Ray.



1. b 2. c 3. a

Activity 4



- Direct Ss' attention to the picture of the two children and ask them to guess what they are doing. (They are asking and answering questions about what season they like and what they like or don't like doing in that season.)
- Read the exchange and have Ss repeat after you a couple of times.
- Divide Ss into pairs. Ss take turns asking one another about the seasons they like and the sports they like and don't like doing in that season.
- Have pairs of Ss present their exchanges in front of the rest of the class.

Activity 5

- Explain to Ss that they have to write in their notebooks a few sentences about what they like doing in the winter/summer.
- Have a few Ss come to the front of the classroom and present their work.



open answers



Workbook (OPTIONAL)

Activity



1. He goes windsurfing.
2. They go swimming.
3. She goes skiing.
4. They go sailing.

Activity 2



1. b
2. a

Tell Ss to ask some of their family members which season they like, e.g. *Do you like the winter?*

4 Let's play

Language focus

Aims

- to identify and talk about different school subjects

Vocabulary

School subjects: art, music, PE, maths, science, English

Structures

When do you have (maths)?
I have (maths) at (nine o'clock on Monday).
What's your favourite subject?
My favourite subject is (maths).

Materials

- flashcards of *art, music, PE, maths, science, English*

Revision



- Revise the vocabulary and structures learnt in the previous lesson by playing the game *Don't break the chain*.
- Get Ss to sit in a circle. If you have a large number of Ss, divide them into groups.
- Say *I go windsurfing in the summer*. The S to your right has to say what you do and add what he/she does, e.g. *You go windsurfing in the summer and I go skiing in the winter*. The S to his/her right says *he/she goes windsurfing in the summer, you go skiing in the winter and I go windsurfing in the summer*.
- Ss continue in the same manner. The S who doesn't remember an activity someone else has mentioned is out of the game.

Lesson plan



Warm up

- Stick the flashcards of *art, music, PE, maths, science* and *English* on the board. Point to each flashcard and say the words out loud. Encourage Ss to repeat after you.

4

Let's play



art



music



PE



maths



science

ABC

English

1 Choose. Then ask and answer.

Oleh	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00	maths	science	art	PE	maths
10.00	science	English	maths	English	science
11.00	art	music	PE	music	English

Anna	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00	maths	science	art	PE	maths
10.00	English	English	PE	English	science
11.00	music	art	maths	music	English

When do you have maths?

You're Anna.

I have maths at nine o'clock on Monday and Friday and at eleven o'clock on Wednesday.

Yes!

2 Ask and answer.

What's your favourite subject?

My favourite subject is maths.

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- Ask Ss what their favourite subject is and encourage them to give their reasons.

Vocabulary Track 62

- Have Ss open their books at page 48.
- Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point and repeat.
- Say the words again in random order and have Ss repeat and point.

Activity 1

- Draw Ss' attention to the two tables seen in activity 1.
- Explain to Ss that the two tables represent the school timetables of two students, Oleh and Anna.
- Draw Ss' attention to the two children at the bottom left corner and ask Ss to guess what they are doing. (They are asking and answering questions about the subjects on the timetables.)
- Read the dialogue and have Ss chorally repeat it after you.
- Divide Ss into pairs.
- SB chooses a timetable and SA asks questions in order to find out which timetable SB has chosen.
- Ss swap roles.
- Go round making sure Ss are using the correct language.

- Have a few pairs of Ss come to the front of the board and present their exchange.

Activity 2

- Draw Ss' attention to activity 2.
- Ask Ss to guess what the children are doing. (They are asking and answering questions about their favourite school subject.)
- Read the exchange and have Ss chorally repeat it after you.
- Divide Ss into pairs.
- Explain to them that they have to take turns asking and answering questions about their favourite school subject.
- Go round the classroom and monitor Ss. Make sure Ss are using the correct language.
- Have a few pairs of Ss present the exchange to the rest of the class.

Mike: No, it isn't. I don't like PE.

Rose: Do you like art?

Mike: I like art, but it isn't my favourite subject.

Rose: So, what's your favourite subject?

Mike: It's science. I like science!



1. c 2. b



Note

- Ask Ss to bring magazine pages / Internet printouts of clothes, people and places in different seasons.



Optional



School is great!

- Divide Ss into pairs.
- Ask each S to write down in their notebooks an imaginary timetable with school subjects.
- Explain to Ss that they are going to ask and answer questions about their timetables.
- Go round the classroom and make sure Ss have understood the activity and are using the correct language.
- Have a few pairs of Ss present the exchange to the rest of the class.



Workbook (OPTIONAL)

Activity



1. MUSIC
2. SCIENCE
3. MATHS
4. ART
5. ENGLISH
6. PE

Activity 2



1. PE
2. music
3. maths
4. open answer

Activity 3 Track 63

Listening transcript

1. What's Rose's favourite subject?

Rose: Hi, Mike!

Mike: Hi, Rose.

Rose: When do you have science?

Mike: I have science at nine o'clock on Monday.

Rose: On Monday at nine o'clock I have art.

Mike: Do you like art?

Rose: Yes, I do.

Mike: Is it your favourite subject?

Rose: No, it isn't. PE is my favourite subject. I like basketball.

2. What's Mike's favourite subject?

Rose: What's your favourite subject, Mike? Is it PE too?

4 Project

Language focus

Aims

- to make a season collage
- to revise and consolidate vocabulary and structures learnt in previous lessons

Materials

- a coin for each pair of Ss
- two small circles made from differently coloured construction paper to be used as game pieces for each pair of Ss
- magazine pages / Internet printouts of clothes, people and places in different seasons
- pieces of card (one per S)
- scissors (one pair for every pair of Ss)
- glue (one for every pair of Ss)
- tape
- a cloth bag
- strips of paper with the four seasons written on them
- Blu tack

Lesson plan

Warm-up

- Ask Ss questions about the weather and the seasons in their country such as the following:
What's the weather like in the spring/summer/autumn/winter?
How many seasons has (name of country) got?
What do people in (name of country) do in the spring/summer/autumn/winter?
What do you do in each season?
What do people wear in each season?
- Make sure to encourage all of the Ss to answer.

Activity 1

- Direct Ss' attention to the pictures on the page and ask them what the boy is doing. (He's making a season collage.)
- Point to the second and third picture and ask Ss what items of clothing they recognise (a coat, a jacket, a scarf, a hat, gloves).
- Make sure Ss understand that they are going to make their own season collages.
- Put the strips of paper with the seasons written on them into the cloth bag. Go round the class and have Ss draw a strip of paper each. Explain to Ss that they will have to make a collage for the season they have drawn for their country. If they know enough information about another country, they may make a season collage for that country.
- Tell Ss that when they are making their collages they need to think about what kind of clothes people wear in the season, what sports/activities they do, what the weather is like.
- Hand out magazine pages / Internet printouts, card, glue and scissors to the Ss.
- Ss can work individually or in pairs/groups.
- Go round helping Ss with any difficulties.



Note

- Read the instructions aloud and explain them in L1. Make sure Ss understand the instructions.

Activity 2

- Direct Ss' attention to the picture in activity 2. Ask Ss what's happening. (The boy is showing his winter collage of Ukraine.)
- Read what the boy is saying out loud and invite Ss to repeat (chorally - in groups - individually).
- Divide Ss into pairs or small groups and ask them to present and talk about their season collages to one another.
- Choose a few Ss to present and talk about their season collages to the class.



Project

1 Make a season collage.



Write the name of your country on a piece of paper and colour it in.



Choose a season. Cut out pictures from magazines that show what the weather is like in your country in that season, e.g. what people wear and what they do.



Glue the pictures on a piece of card and glue the paper with the name of your country at the top.

2 Show and tell.



In the winter, it's cold in Ukraine. We wear coats, gloves and scarves. We go skiing in the winter. It's fun!



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Workbook (OPTIONAL)

Activity 1



It's summer in Sydney.

It's sunny and windy.

People are going sailing and windsurfing.

It's winter in Colorado.

It's cold and there's snow everywhere.

A man is skiing.



Activity 2

open answers



Optional



Whose collage is it?

- Collect Ss' season collages.
- Choose two season collages (make sure they are of different seasons) and stick them onto the board. Invite the Ss who made them to stand at the front of the class. Ask them not to reveal which season collage belongs to each of them.
- Invite the rest of the Ss to ask questions to find out which season collage belongs to each S. Help them by asking a few questions yourself, e.g. *Do people go skiing? Do people wear T-shirts and shorts?*
- Repeat this with different Ss for as long as time permits.



Before leaving

- Play the song *My favourite day* on SB page 43 (Track 54) and have Ss do the TPR activity (TB page 68).

4 Story time

Language focus

Aims

- to listen and read for pleasure
- to revise and consolidate vocabulary and structures learnt in previous lessons.

Vocabulary

Weather: It's raining. It's cloudy.

Materials

- flashcards for *It's raining. It's cloudy.*
- blown-up colour photocopies of Story time *What day is it?*
- Blu tack
- props for acting out the story: two computer keyboards, a school bag, a lunch box
- a stopwatch

Revision

- Play *Whose collage is it?* (TB page 77).

Lesson plan



Warm up

- Stick the flashcards of the lesson on the board.
- Point to each flashcard and say the phrases aloud. Encourage Ss to repeat after you.

Vocabulary Track 64

- Have Ss open their books at page 51.
- Direct Ss' attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point to the phrases and repeat.
- Say the phrases again in random order and have Ss repeat and point.

Activity 1 Track 65

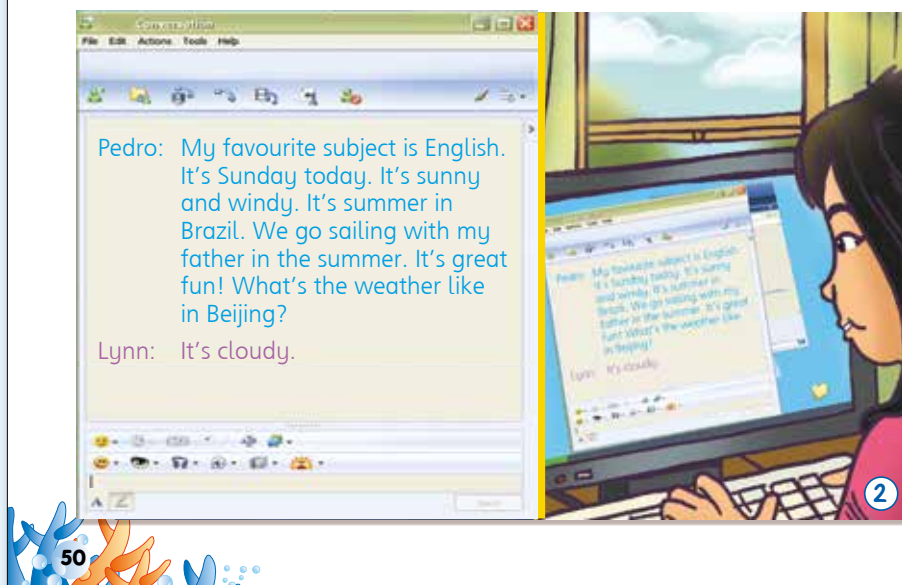
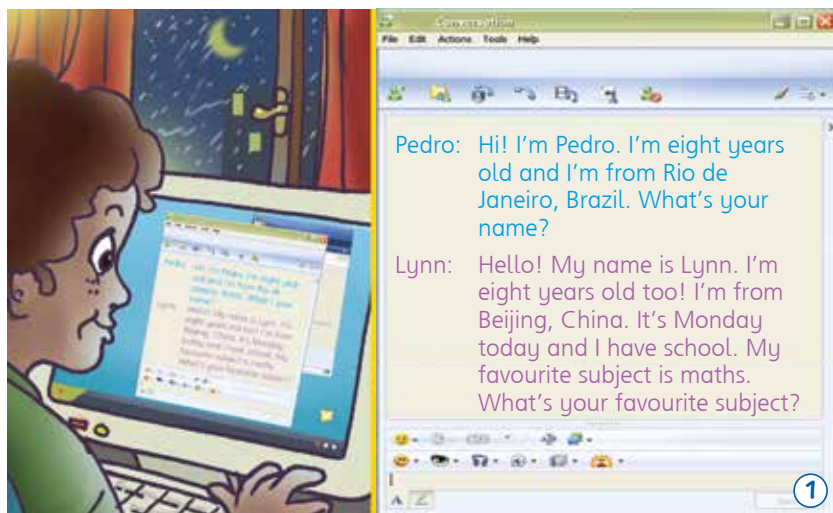
Before reading

- Hold up the book or stick blown-up colour photocopies of the story on the board.
- Tell Ss they will listen to and read a story with the title *What day is it?*
- Point to the first frame and ask Ss *Is it morning or night?* (It's night.)
- Ask the same question for the second frame. (It's morning.)

4 Story time

1 Listen and read.

What day is it?



While reading

- Play the CD and point to each frame in your book or on the board. Encourage Ss to point to each frame in their books.
- Play the CD again and ask Ss to point to each frame and follow along.
- Talk about what happens in each frame.

Frame 1: Pedro from Brazil is chatting over the Internet with Lynn, a girl from China. It's Monday in China and Lynn has school today. Her favourite subject is maths. Lynn asks Pedro about his favourite subject.

Frame 2: Pedro writes back to Lynn that his favourite subject is English, but it's Sunday in Brazil. The weather in Brazil is sunny and windy. It's summer. He goes sailing with his father. Pedro asks Lynn about the weather in Beijing. Lynn answers that it is cloudy.

Frame 3: Pedro's mother walks into his room and tells him the time and that it's time for bed. Pedro tells Lynn he has to go to bed.

Frame 4: Lynn's mum walks in and reminds Lynn that it is time for school, since it is eight o'clock in the morning in China.

- Play the CD again and invite Ss to shadow read.
- Play the CD once more, pausing after each line. Have Ss repeat (chorally - in groups - individually).

After reading

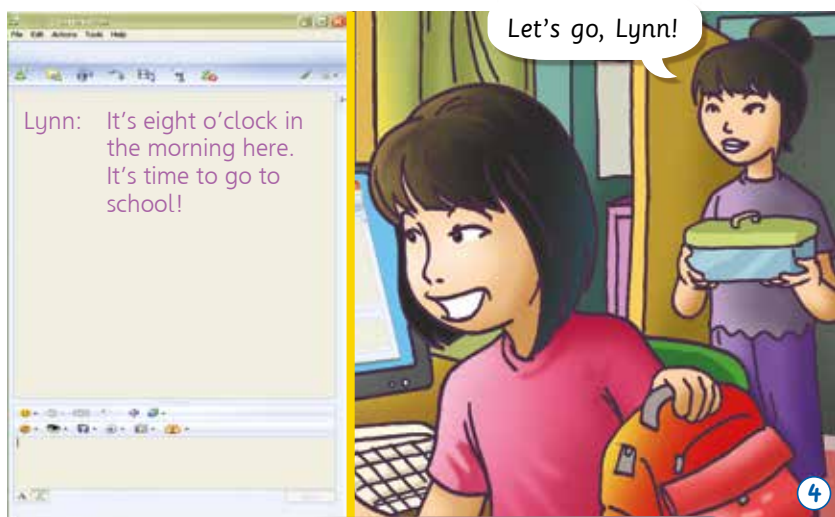
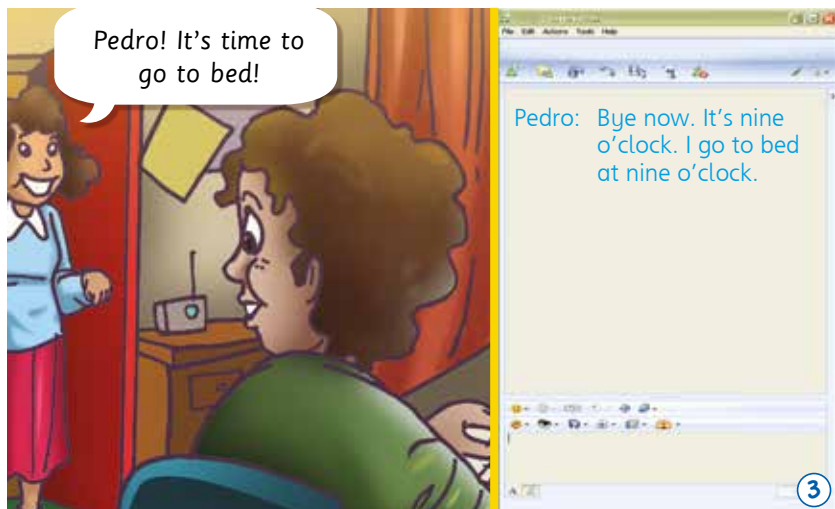
- Ask Ss comprehension questions, such as the following:

Frame 1: *What's the boy's name?* (Pedro.)

Where's Pedro from? (He's from Rio de Janeiro, Brazil.)



It's raining. It's cloudy.



VALUE Make friends from different countries.

51

What's the girl's name? (Lynn.)
Where's she from? (She's from Beijing, China.)
What day is it in China? (It's Monday.)
What's Lynn's favourite subject? (Maths.)

Frame 2: What's Pedro's favourite subject? (English.)
What's the weather like in Rio de Janeiro? (It's sunny and windy.)
What's the weather like in Beijing? (It's cloudy.)

Frame 3: What's the time in Rio de Janeiro? (It's nine o'clock at night.)
What time does Pedro go to bed? (At nine o'clock.)

Frame 4: What's the time in Beijing? (It's eight o'clock in the morning.)

- Divide Ss into groups of four and have them act out the story.
- Invite some groups to perform for the whole class. You may also give them props (refer to the materials section).

Post-story activity

Value

- Draw Ss' attention to the *value* and read it aloud.
- Explain it and discuss it with Ss using L1.
- Ask Ss some further questions related to the story. For example, *Is it important to make new friends? Why? Have you got friends from other countries? Would you like to have friends from other countries? etc.*



Optional

Time whispers

- Draw two big clocks on the board spaced fairly far apart from each other. Fill in the numbers only, not the hands.
- Divide Ss into two teams and have them stand in two lines facing the board.
- Explain to Ss that you are going to whisper a time to the last S in each line.
- On your cue, both of the last Ss will then have to whisper the time to the person in front of them and Ss will have to continue passing it on down the line by whispering.
- Once the time reaches the first S standing directly in front of the board, he/she has to fill in the clock with the correct time as fast as he/she can.
- The team to do this the fastest and correctly wins a point.
- After each round have the last S go to the front of the line and become the S at the board.
- Repeat until all Ss have come to the front of the line. The team with the most points wins.



Before leaving

- Play the song *My favourite day* on SB page 43 (Track 54) and have Ss sing along.



Workbook (OPTIONAL)

Activity 1



- | | |
|------------|------------------|
| 1. China | 7. sailing |
| 2. Brazil | 8. cloudy |
| 3. Maths | 9. Monday |
| 4. English | 10. Sunday |
| 5. sunny | 11. go to bed |
| 6. windy | 12. go to school |

Activity 2



open answers

4 Phonics



Language focus

Aims

- to practise the pronunciation of short vowels /æ/, /e/, /ɪ/, /ɒ/, /ʌ/
- to say a phonics chant

Vocabulary

cat, hat, pen, ten, milk, fish, socks, hot, sun, shut

Phonics

/æ/, /e/, /ɪ/, /ɒ/, /ʌ/



Materials

- blown-up colour photocopies of Story time *What day is it?*
- two computer keyboards, a school bag, a lunch box
- flashcards of *cat, hat, pen, ten, milk, fish, socks, hot, sun, shut*
- phonics cards of *hat, pen, milk, socks, sun* (one set per S) (The phonics cards are in the Teacher's Digital Resources.)
- Blu tack
- scissors (one pair for each pair of Ss)

Revision



- Hold up the book or stick blown-up colour photocopies of the story *What day is it?* on the board.
- Ask Ss if they remember the title of the story (*What day is it?*). Ask them to tell you what else they remember from the story.
- Have Ss open their books to pages 50-51. Play the CD (Track 65) and have Ss follow along in their books.
- Play the CD again and encourage Ss to shadow read.
- Then, have some Ss act out the story for the whole class. You could also give them props (refer to the material section).

Lesson plan



Warm up

- Write /æ/, /e/, /ɪ/, /ɒ/, /ʌ/ on the board. Under each phonics symbol, stick the flashcards with the words that contain that sound.
- Point to /æ/ and say /æ/ a couple

4

Phonics

1 Listen and say.



2 Listen and chant. Then say the short vowels.



A green fish and two fat cats

A green fish
With green fins.
Two fat cats
In the sun.
They are hot.
They are hot.
And they're wearing
Four long socks!

52

- of times, encouraging Ss to repeat after you. Then point to the flashcard (cat, hat) and say it out loud, having Ss repeat after you.
- Repeat the same procedure with /e/, /ɪ/, /ɒ/ and /ʌ/.

Activity 1 Track 66

- Play the CD and have Ss listen and point the first time.
- Play the CD again and have Ss listen, point and repeat.

Listening transcript

a /æ/, /æ/ cat, hat
e /e/, /e/ pen, ten
i /ɪ/, /ɪ/ milk, fish
o /ɒ/, /ɒ/ socks, hot
u /ʌ/, /ʌ/ sun, shut

Activity 2 Track 67

- Direct Ss' attention to the picture and ask them questions like *What can you see?* (Two cats and a fish.) *What colour are the cats?* (One is grey, the other is orange.) *What are they doing?* (They are lying in the sun and are looking at the fish.) *What are the cats like?* (They are fat.) *What colour is the fish?* (It's green.) *What are the two cats wearing?* (They are wearing four long socks.)
- Explain to Ss that they are going to listen to a chant and that they will

have to say all of the short vowels they hear in the chant.

- Play the chant once and have Ss listen and follow along in their books.
- Play the chant again, pausing after each line for Ss to say the sounds.
- Then play the chant once more and encourage Ss to chant along.



fish, fins, **fat**, cats, sun, hot, hot, long, socks



TPR Activity

- Ask Ss to take out the *hat, pen, milk, socks, sun* phonics cards.
- Explain that they have to chant while raising the corresponding card each time.
- You can divide Ss into two teams. One team raises the phonics cards for the first four lines of the chant while chanting along, and the other team raises the phonics cards for the last four lines while chanting along.



Optional 1

What's that sound?

- Divide Ss into two teams.
- Invite a S from each team to come up to the board. Give each S a marker / piece of chalk.
- Call out one sound, e.g. /e/, and have Ss write a word containing that sound, e.g. *ten*.
- The S that does this the fastest wins a point for his/her team.
- Repeat the same procedure with the rest of the Ss. The team with the most points wins.



Optional 2

Whispers

- Stick the flashcards of *cat, hat, pen, ten, milk, fish, socks, hot, sun and shut* on the board.
- Divide Ss into two teams. The teams stand in lines with their backs turned to you and the board, except for the first player on each team, who should be facing you and the board.
- Give the first S in each line the phonics cards of /æ/, /e/, /ɪ/, /ʊ/ and /ʌ/. Make sure that the side with the picture is face-down and the side with the word is face-up.
- When everybody is ready, point to a flashcard, e.g. *sun*. The players facing you must show you the correct phonics card (sun). Then they must whisper the word down the line. The last player then goes to the front of the line and faces you. Start again.
- Repeat until all players have come to the front of the line. The team with the most points wins.



Workbook (OPTIONAL)

Activity 1 Track 68

Listening transcript

1. *ten, ten*
2. *fat, fat*
3. *sun, sun*
4. *fish, fish*
5. *socks, socks*



1. a /e/
2. d /æ/
3. c /ʌ/
4. b /ɪ/
5. e /ʊ/

Activity 2



1. e
2. a
3. o
4. u
5. i

4 Revision



Revision 4



Language focus

Aims

- to revise and consolidate vocabulary and structures learnt in previous lessons



Materials

- phonics cards of *hat, pen, milk, socks, sun* (one set per S) (The phonics cards are in the Teacher's Digital Resources.)
- Blu tack

Revision

- Play the chant *A green fish and two fat cats* (Track 67) in the SB on page 52 and have Ss chant and do the TPR activity (TB, page 81).

Lesson plan



Warm up



- Play **Birthday mix-up**.
- Divide Ss into groups of six.
- Have one group at a time come up to the front of the class and stand in a line with their backs against the board.
- On the board and at one end of the line, write *January* and at the other end of the line write *December*.
- Explain to Ss that they will have to rearrange themselves in the line as fast as they can, according to the order of their birthdays by asking each other *When's your birthday?*
- After each group is finished getting in line, check that Ss are standing in the correct order by having them say when their birthday is.
- Award a point for each correct position.
- The group with the most points after all of the groups have gone up wins the game.
- If you have time to play more than one round of this game, make sure the new groups are made up of different Ss.

Activity 1 Track 69

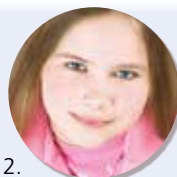
- Have Ss open their books to page 53.
- Hold up your book, point to the

1 When's their birthday? Listen and point.



1.

Kate



2.

Brenda



3.

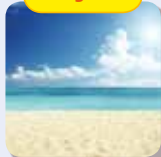
Pedro



4.

Marc

August



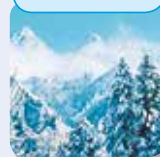
a.

April



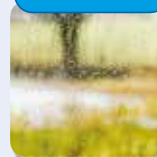
b.

December



c.

November



d.

2 Write about yourself in your notebook. Then say.



My name's Julia. I'm eight years old. My birthday is in July. I like summer. I go sailing with my family. My favourite subject is English.

months and encourage Ss to say them out loud.

- Explain to Ss that they will listen to the four children talking about what they usually do on their birthdays and they will have to guess the season their birthdays are in and point to the season.
- Play the CD, pausing after each child has spoken so that Ss have enough time to point to the correct picture.

Listening transcript

- Hi! I'm Kate from Oslo, Norway. It's always cold and it snows on my birthday. My brother and I make a big snowman on that day. It's in December.
- Hello! I'm Brenda from London, UK. It's cool and it often rains on my birthday. It's in November.
- Hi! I'm Pedro from Alicante, Spain. My friends and I go swimming on my birthday. It's great! It's in August.
- Hello! I'm Marc from Paris, France. The flowers have got beautiful colours on my birthday. My sister gives me flowers on my birthday. It's in April.



- c
- d
- a
- b

Activity 2



- Direct Ss' attention to the picture.
- Read the text for Ss.



Now I can

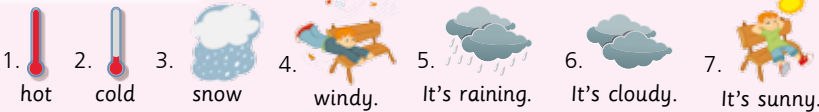
1 Say the days of the week.



2 Say the months.



3 Say the weather.



4 Say the sports and clothes.



5 Say the school subjects.



6 Say.



54

- Ask Ss questions such as, *When's her birthday? (It's in July.), What season is it in? (It's in the summer.) What is her favourite subject? (Her favourite subject is English.)*
- Explain to Ss that in their notebooks they have to write about themselves.
- When Ss are finished have them come up to the front of the class and read their texts to their classmates.



open answers

Now I can

Aim

- to check Ss' progress and understanding of the new language items

Explain to Ss that they are going to say and point to the corresponding pictures of the words they have learnt in this module.

Activity 1

- Holding up the SB, point to the pictures and encourage Ss to say the words aloud.
- Have Ss point to the pictures as they say each word.

- Do this with all of the words.

Activity 2

- Follow the same procedure as in Activity 1.

Activity 3

- Follow the same procedure as in Activities 1 and 2.

Activity 4

- Follow the same procedure as in Activities 1, 2 and 3.

Activity 5

- Follow the same procedure as in Activities 1, 2, 3 and 4.

Activity 6

- Holding up the SB, point to the exchanges and encourage Ss to say them aloud.
- Have Ss point to the corresponding pictures as they say each exchange.



Optional Subject survey




- Write the school subjects Ss are familiar with on the board, leaving enough space under each one for Ss to place their name cards.
- Give each S a piece of paper to write his/her name on in large letters. Ask individual Ss to say their favourite subject in turn, e.g. *My favourite subject is art* and stick their name under their favourite subject on the board.
- After all the name cards are in place, invite Ss to interpret the results from the board. Help them by asking *What's the class's favourite subject? How many Ss/boys/girls like English/maths/science/art?* Encourage Ss to answer, e.g. *Ten students like maths. Four boys like science.*




Workbook (OPTIONAL)

Activity 1

- 
1. It's snowing.
 2. It's windy.
 3. It's sunny.
 4. It's cold.

Activity 2

- 
1. coat
 2. scarf
 3. skiing
 4. sailing
 5. windsurfing

2 Smart world

Language focus

Aims

- to provide Ss with cross-cultural information

Materials

- a school timetable
- cut out pieces of paper with the different school subjects Ss are familiar with
- a box

Lesson plan

Warm up

- Draw Ss' attention to the pictures in the lesson and ask them to guess what it is going to be about. Initiate a short discussion.

Activity 1 Track 70

- Direct Ss' attention to the two children in the activity and ask them to say what they think they are talking about. (The children are talking about their weekly school schedules.)
- Play the CD and have Ss shadow read (read along with the CD).
- Play the CD once again, only this time ask Ss to point to the pictures as they listen to the CD.
- Ask Ss questions, in L1, if necessary: *What's the boy's name? (Anton.) Where is he from? (He's from Kherson in Ukraine.) How old is he? (He's eight years old.) What's his favourite subject? (Maths.) When does he have maths? (On Monday and Thursday.) Does he like art? (Yes, he does.) When does he have art? (On Tuesday and Friday.) What's the girl's name? (Maryna.) Where is she from? (She's from Poltava in Ukraine.) How old is she? (She's nine years old.) What's her favourite subject? (English.) When does she have English? (On Tuesday and Thursday.) Does she like art? (Yes, she does.) Can she run fast? (Yes, she can.)*

Activity 2

- Explain to Ss that they have to refer to activity 1, read the sentences in activity 2 and say A for Anton or M for Maryna.

1. A 2. M 3. M 4. M 5. A

smart world 2

1 Listen and read.

Hello! My name's Anton and I'm from Kherson in Ukraine. I'm eight years old. My favourite subject is maths. I have maths on Monday and Thursday. I like art too. I have art on Tuesday and Friday. On Wednesday, I have music. I can play the guitar!

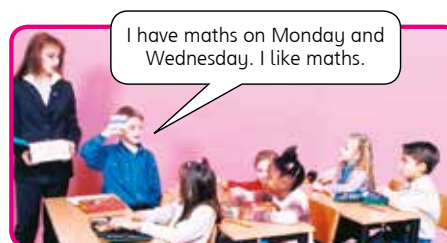


Hi! My name's Maryna and I'm from Poltava in Ukraine. I'm nine years old. My favourite subject is English. I have English on Tuesday and Thursday. I like art too. I have art on Monday. On Wednesday and Friday, I have PE. I can run fast!

2 Read and say A for Anton and M for Maryna.

- I'm eight years old.
- My favourite subject is English.
- I have English on Tuesday and Thursday.
- I have art on Monday.
- I have music on Wednesday.

3 Play.



55

Activity 3

- Draw Ss' attention to activity 3 and ask them to guess what the children in the picture are doing. (They are playing a game.)
- Place the pieces of paper with the school subjects you cut out in a box and explain to Ss that each one will take a piece of paper and say on which days they have that school subject and whether they like it or not, as shown in the example.
- Invite a S to come to the front of the classroom and ask him/her to take a piece of paper. Encourage him/her to say when he/she has the particular subject and whether he/she likes it or not.
- Continue the same procedure with the rest of the Ss.



Workbook (OPTIONAL)

Activity 1



Anton: Monday - maths
Tuesday - art
Wednesday - music
Thursday - maths
Friday - art

Maryna: Monday - art
Tuesday - English
Wednesday - PE
Thursday - English
Friday - PE



Activity 2
open answers



in the morning



in the afternoon



in the evening



at night

1 Listen and read.

Tick Tock around the world

1 Vancouver, CANADA

It's four in the morning.
It's snowing.

3 London, ENGLAND

It's twelve noon.
It's raining.

It's Monday today in Vancouver. It's four o'clock in the morning. But in London it's twelve noon. What's the time in other places? What's the weather like?

5 Tokyo, JAPAN

It's eight in the evening.
It's cloudy.

2 Mexico City, MEXICO

It's six in the morning.
It's windy.

4 Kyiv, UKRAINE

It's two in the afternoon.
It's sunny and hot.

6 Sydney, AUSTRALIA

It's nine at night.
It's cold.

2 Look at activity 1. Ask and answer.

What's the time in Vancouver?

What's the weather like?

It's four in the morning.

It's snowing.

56



Language focus

Aims

- to provide Ss with cross-curricular information on geography
- to identify the parts of the day

Vocabulary

Parts of the day: in the morning, in the afternoon, in the evening, at night


Materials

- flashcards for *in the morning*, *in the afternoon*, *in the evening*, *at night*
- Blu tack

Lesson plan



Warm up

- Stick the flashcards on the board one by one and say the phrases. Ask Ss to repeat after you.

Vocabulary Track 71

- Have Ss open their books to p.56.

- Point out the phrases in the vocabulary section. Play the CD a few times and have Ss point to the corresponding pictures and repeat.

Activity 1 Track 72

- Direct Ss' attention to activity 1 and ask them what they can see. (There is a map of the world and some flags from different countries pinned to the map. There are also pictures that show the time and weather conditions in those countries.)
- Draw Ss' attention to the world map and ask them to name as many countries as they can, with the help of the flags indicating each country.
- Ask Ss, *How many countries are there on the map?* (There are six countries.) *What's the time in (name of a country)?* It's (twelve noon).
- Ask Ss to tell you what they think the clocks refer to (they refer to the time in each country) and ask them to name the weather symbols on the map (snowing, windy, raining, hot, cloudy, cold).
- Play the CD and pause after each sentence for Ss to repeat.
- Ask Ss some questions about the text (using L1 when necessary). Ss can use L1, when necessary, for their answers. *What's the time in Mexico City, Mexico?* (It's six in the morning.) *What's the weather like in Mexico City?* (It's windy.) *What's the time in Vancouver, Canada?* (It's four in the morning.) *Is it morning in Kyiv, Ukraine?* (No, it isn't. It's afternoon.) *Is it night in Tokyo, Japan?* (No, it isn't. It's evening.) *What's the time in London?* (It's twelve noon.) *What's the weather like in London?* (It's raining.) *What's the time in Sydney?* (It's nine at night.) *What's the weather like in Sydney?* (It's cold.)
- Have a few other Ss read the texts aloud.

Activity 2

- Divide Ss into pairs and ask them to look at activity 2 again.
- SA asks, *What's the time in (Vancouver)?* and SB answers giving the time of the day in that city, e.g. *It's (four in the morning).* SA then asks SB about the weather in the same city, *What's the weather like?* and SB answers, *It's (snowing),* according to the symbol indicating the weather conditions in each city.



Workbook (OPTIONAL)

Activity 1

- a
- e
- d
- f
- b
- c

Activity 2

open answers