

2 The weather and me

AfL Activity

Suggested answers:

duck, gloves,
hat, jacket, sun,
umbrella

2 The weather and me

Lesson 1 Vocabulary 1

1 cloudy

Look. What can you see?

1 Listen, find and say.

2 Watch or listen. Move and sing.

A day inside

Oh, no!
It's a horrible day.
Let's stay inside!
What can we play?

It's **wet** outside.
It's **windy** too.
Let's **paint a picture!**
Me and you.

foggy
icy
play table tennis

rainy
stormy
play a game

3 Find and circle the words in the picture that aren't in the song.

22 twenty-two

Key learning outcomes: Identify and say ten kinds of weather; Sing a song about the weather

Activity Book, p.20

2 The weather and me

Lesson 1 Vocabulary 1

1 Look and write.

sunny dry
stormy icy
rainy snowy

2 Read and circle the weather words. Write.

It's wet and foggy now.
It's sunny and windy now.
It's stormy and cloudy now.

1 stormy 2 windy 3 sunny

4 foggy 5 wet 6 cloudy

20 twenty I can read and write ten weather words

Objectives: Identify and say ten kinds of weather; Sing a song about the weather

Vocabulary: *cloudy, dry, foggy, icy, rainy, snowy, stormy, sunny, wet, windy*

Recycled language: *bird, duck, gloves*

Materials: Classroom Presentation Kit, Flashcards

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

To **focus** the class, do Mindfulness routine 1 on p. 32.

Pupil's Book, page 22

✓ Look. What can you see?

Follow the **Assessment for learning routine** on p. 17.


Support Ask questions to help pupils identify vocabulary they already know in the picture, e.g. *What animals can you see? (bird, duck) What clothes are the people wearing? (gloves)*

1 2.1 Listen, find and say.

Follow the **Vocabulary presentation routine** on p. 17.

1 *cloudy* 2 *rainy* 3 *dry* 4 *sunny* 5 *icy* 6 *foggy*
7 *stormy* 8 *snowy* 9 *wet* 10 *windy*

Engage Use the flashcards to help pupils make connections between the weather symbols and what the weather looks like. Show the snowy flashcard and point to the snowy symbol in the picture. Ask: *Is this snowy?* Pupils respond. Repeat with other flashcards.

 Elicit how pupils say *cloudy, sunny* and *snowy* in their own language. Focus them on whether the words have the same ending.

2 2.2 Watch or listen. Move and sing.

Before playing the song, write on the board: *What can you do when it's wet outside?* Elicit ideas and write them on the board. Then play the song and have pupils check their ideas.

Follow the **Vocabulary practice routine** on p. 17.

A day inside

Chorus

Oh, no!

It's a horrible day.

Let's stay inside!

What can we play?

It's wet outside.

It's windy too.

Let's paint a picture!

Me and you.

Chorus

It's foggy outside.

It's icy too.

Let's play table tennis!

Me and you.

Chorus

It's rainy outside.

It's stormy too.

Let's play a game!

Me and you.

3 Find and circle the words in the picture that aren't in the song.

Reach higher Pupils make a new verse for the song with one of the missing weather types. Each group chooses two weather words to replace the words in blue in the song and then chooses an activity to complete the verse. They perform their verse.

Group more and less confident pupils together to think of different activities you can do in all ten kinds of weather.

They could use a different colour for each kind of weather.

Activity Book, page 20

1 Look and write.

Help pupils notice that all the weather words end in -y. Pupils complete each word with the missing letters.

Reach higher Ask pupils which of the ten weather words doesn't end in -y (*wet*).

2 Read and circle the weather words. Write.

Engage Individual pupils read out each sentence in the speech bubble to the class. When they hear a weather word, pupils stand up.

When pupils have circled the weather words, they find the picture for each one and write the word.

Support Display the flashcards for pupils to refer to as they write.

Closing routine

Do Mindfulness routine 3 on p. 32.

Activity 1

Benny, Lily and Sam

Lesson 2 Grammar 1 **2**

1 Listen and read. Who is wet?

Grammar

What's the weather like? It's windy.
 What are you doing? I'm flying a kite.

2 Listen and stick Sam with the correct weather.

3 Ask and answer about the weather and activities in Activity 2.

What's the weather like? It's sunny.
 What are you doing? I'm playing baseball.

Activity Book, p.21 Key learning outcome: Ask and answer about the weather and what you are doing twenty-three > 23

Lesson 2 Grammar 1 **2**

1 Listen and number. Listen again and match.

2 Write questions and answers for Activity 1.

What What What's What's What's It's snowy.
 I'm skateboarding. It's tennis stormy

1 What's the weather like? It's stormy.

2 What are you doing? I'm playing tennis.

3 What's the weather like? It's rainy.

4 What are you doing? I'm skateboarding.

5 What's the weather like? It's snowy.

I can ask and answer about the weather 😊😊😊 twenty-one > 21

Objectives: Ask and answer about the weather and what you are doing

Grammar: Present simple (questions and answers): *What's the weather like? It's windy.*; Present continuous (questions and answers): *What are you doing? I'm flying a kite.*

Recycled language: *baseball, skateboarding, snowy, sunny, tennis, wet, windy*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Optional: A wet cloth

Opening routine

To **energise** the class, sing and do the actions for the song *A day inside* from Lesson 1 again.

Pupil's Book, page 23

1 2.3 Listen and read. Who is wet?

Before reading the question, review the word *wet* by wetting a cloth with water and having pupils touch it.

Engage Do a TPR activity. Point to each picture and say: *(Sam) is wet. Yes or no?* For TPR actions see Pupil's Book p. 9.

Follow the **Grammar presentation routine** on p. 19.

Grammar

Give one pupil a weather flashcard, e.g. *sunny*. They mime an activity they do when it's sunny. Ask the class: *What's the weather like?* Then ask the pupil: *What are you doing?* Elicit *I'm (swimming)*. Repeat with other pupils and flashcards.

2 2.4 Listen and stick Sam with the correct weather.

Follow the **Grammar practice: Sticker activity routine** on p.19.

- 1 **Alice:** What's the weather like?
Sam: It's snowy.
Alice: What are you doing?
Sam: I'm running.
- 2 **Alice:** What's the weather like now?
Sam: It's sunny.
Alice: What are you doing?
Sam: I'm playing baseball.
- 3 **Alice:** What's the weather like now?
Sam: It's cloudy.
Alice: What are you doing?
Sam: I'm playing tennis.
- 4 **Alice:** What's the weather like now?
Sam: It's wet.
Alice: What are you doing?
Sam: I'm jumping.
- 5 **Alice:** What's the weather like now?
Sam: It's windy.
Alice: What are you doing?
Sam: I'm skateboarding.

3 Ask and answer about the weather and activities in Activity 2.

Follow the **Grammar practice: Speaking activity routine** on p. 19.

Activity Book, page 21

1 2.1 Listen and number. Listen again and match.

- 1 **Alice:** What's the weather like?
Child 1: It's stormy.
Alice: What are you doing?
Child 1: I'm playing a game.
- 2 **Alice:** What's the weather like?
Child 2: It's sunny.
Alice: What are you doing?
Child 2: I'm playing tennis.
- 3 **Alice:** What's the weather like?
Child 3: It's rainy.
Alice: What are you doing?
Child 3: I'm painting a picture.
- 4 **Alice:** What's the weather like?
Child 4: It's windy.
Alice: What are you doing?
Child 4: I'm skateboarding.
- 5 **Alice:** What's the weather like?
Child 5: It's snowy.
Alice: What are you doing?
Child 5: I'm playing baseball.

2 Write questions and answers for Activity 1.

Support Write *What's* and *What* on the board. Stick the weather cards under *What's* and the activity cards below *What*.

Closing routine

Do Mindfulness routine 2 on p. 32.

Activity 1

rainy, wet, snowy, windy, stormy, sunny, dry

Lesson 3 Story time

Before you read

- Look at the pictures. What weather can you see?
- Listen and read. What do Sam and Benny find?
- Act out the story.

Letters and sounds

- Listen and repeat.
like fine ice
- Find and circle the words in the story.

The weather cave

- Sam, Lily and Benny are at the weather cave. They're learning about the weather.
- It's rainy and wet in the cave. Sam is shouting to Lily, but she's with her friend.
- Then Benny finds something.
- There are clothes for wet weather.
- Sam shouts to Lily again, but she is still with her friend.
- Lily isn't with her friend now.
- Now there are clothes for snowy weather.
- Lily pushes the button.

Why don't you and Benny go into the cave?
OK! Push sunny and dry, please. Come on, Benny!
Lily! I'm cold and wet. Stop the rain, please!
What's that, Benny? It's a white button. Well done! Let's push it!
Lily, I'm putting on a rain jacket now. Stop the rain, please!
Oh, no! Now it's snowy and windy! Help! Let's push the button again, Benny.
Fantastic! Now we can play in the snow and ice! Here's a warm hat, Benny!
What's the weather like Sam? I can't see you.
It's snowy and stormy. I'm flying! Help! Change the weather to sunny, Lily!
I'm sorry! Are you OK? What are you doing?
I'm playing with Benny. We're fine! It's sunny and dry now.

Lesson 4 Explore the story

- Watch the video.

After you read

- Read, look and circle.

1 When Lily isn't paying attention, Sam feels ...	a 😊	b 😞	c 😡
2 When my friends pay attention to me, I feel ...	a 😊	b 😞	c 😡
3 When I pay attention, I feel ...	a 😊	b 😞	c 😡

Key learning outcomes: Listen, read and respond to a story: Read and say words with i_e Activity Book, p.22 Key learning outcome: Focus on what you are doing twenty-five 25

Activity 2

A white button

Lesson 3 Letters and sounds

- Write the letters *i* and *e*. Listen and say.

i c e I'm *f i n e*. *l i k e*

- Listen and circle the letters *i* and *e* in the words with *i_e*. Listen again and say the chant.

I l i k e my b i k e with f i v e white kites!
That's n i c e!

- Write the words with *i_e* on the kite and the words with *a_e* on the plate.

grape like bike name kite face ice

i_e
like
bike
kite
ice

a_e
grape
name
face

22 twenty-two I can read, write and say words with *i_e* 😊 😊 😊


Objectives: Listen, read and respond to a story; Read and say words with *i_e*

Recycled language: *dry, rainy, snowy, stormy, sunny, wet, windy; What's the weather like? It's sunny. What are you doing? I'm playing.*

Materials: Classroom Presentation Kit, Story Cards, Flashcards

Optional: Props for acting out the story (balls or paper balls, pupils' buttons); Bell, card and coloured pencils for the phonics cards

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 24–25

Before you read

Follow the **Before you read routine** on p. 21.

1 Look at the pictures. What weather can you see?

Classroom management tip

Some pupils will take longer than others to find things in the story. To ensure that all pupils have enough time, tell pupils to fold their arms when they find the items and wait silently.

Support Ask pupils questions using the weather flashcards: *Is it (windy)?* If they say *Yes*, ask: *Where?* Elicit the scene number. Have pupils find each kind of weather in the story.

Reach higher Ask pupils what types of weather they can't see in the story.

2 2.5 Listen and read. What do Sam and Benny find?

Follow the **Story time routine** on p. 21.

Elicit a personal response to the story. Ask: *Do you want to go in the weather cave? What weather do you want to try?*

Pupils explain or use mime to show how the weather board and the button in the cave work.

Engage Hold up the story cards and ask questions: *What's the weather like? What are they doing?* For each question, have pupils think, whisper to a friend and then call out the answer on the count of three.

Letters and sounds

1 2.6 Listen and repeat.


Follow the **Letters and sounds routine** on p. 21.

Support Write the split digraph *i_e* on the board in large letters. Using a different colour, add consonants to form a word pupils know, e.g. *bike*.

2 Find and circle the words in the story.

3 Act out the story.

Follow the **Act out the story routine** on p. 21.

 Ask which part of the story pupils liked acting out best to elicit a **personal response** to the story.

Activity Book, page 22

1 2.2 Write the letters *i* and *e*. Listen and say.

Ask what letters Round and Tall are forming with their bodies (*Round – i, Tall – e*). Ask what sound the letters make together.

Follow the **Activity Book routine** on p. 21.

Engage Pupils form words using their bodies in groups of four. Each pupil makes a single letter. For the three-letter word, one pupil could make the dot on the *i*.

i, i

i, i, i, ice, ice, ice (x 2)

i, i, i, fine, fine, fine (x 2)

i, i, i, like, like, like (x 2)

2 2.3 Listen and circle the letters *i* and *e* in the words with *i_e*. Listen again and say the chant.

Pupils repeat the lines in a happy and sad tone, before also varying the volume.

Engage Pupils mime riding a bike and flying a kite as they say the chant.

3 Write the words with *i_e* on the kite and the words with *a_e* on the plate.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Lesson 3 Story time

Before you read

- Look at the pictures. What weather can you see?
- Listen and read. What do Sam and Benny find?
- Act out the story.

Letters and sounds

- Listen and repeat.
like fine ice
- Find and circle the words in the story.

The weather cave

- Sam, Lily and Benny are at the weather cave. They're learning about the weather.
- It's rainy and wet in the cave. Sam is shouting to Lily, but she's with her friend.
- Then Benny finds something.
- There are clothes for wet weather.

Lesson 4 Explore the story

- Watch the video.
- Read, look and circle.

1 When Lily isn't paying attention, Sam feels ... a 😊 b 😞 c 😡

2 When my friends pay attention to me, I feel ... a 😊 b 😞 c 😡

3 When I pay attention, I feel ... a 😊 b 😞 c 😡

Pupils' own answers

Pupils' own answers

Key learning outcomes: Listen, read and respond to a story: Read and say words with L_e





Key learning outcome: Focus on what you are doing

The weather cave


Lesson 4 Explore the story

After you read

1 Think about the story. Draw and write the weather in order.

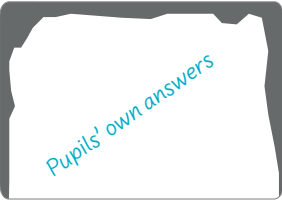





snowy sunny stormy rainy

- 

It's rainy.
- It's snowy.
- It's stormy.
- It's sunny.

2 Imagine you are in the weather cave. Draw and write.



What's the weather like?
It's _____.

What are you doing?
I'm _____.

Are you happy?
_____.

I can read and understand the story

twenty-three

Objectives: Listen, read and respond to a story; Social-emotional learning (SEL): Focus on what you are doing

Recycled language: *dry, rainy, snowy, stormy, sunny, wet, windy; What's the weather like? It's sunny. What are you doing? I'm playing.*

Materials: Classroom Presentation Kit, Flashcards (weather), Story Cards, SEL Activity Card 2

Opening routine

To **focus** the class, do Mindfulness routine 3 on p. 32.

Pupil's Book, page 25

1 Watch the video.

Follow the **Before you watch** and **Watch the video routines** on p. 23.

Classroom management tip

Give pupils a task to do as they watch the video. For example, give each pupil a sentence from the story to listen out for or ask pupils to look for an object, e.g. *a green umbrella*. They do a TPR action – such as putting their hands on their head – when they hear the line or spot the object.

After you read

Activity Book, page 23

1 Think about the story. Draw and write the weather in order.

2 Imagine you are in the weather cave. Draw and write.

Support Use the flashcards for weather and brainstorm activities and emotions from Level 1 to elicit example answers to the questions. Write model answers on the board for pupils to refer to.

Reach higher In pairs, pupils discuss how different weather makes them feel, e.g. *It's sunny and I'm happy.*

Pupil's Book, page 25

2 Read, look and circle.

Follow the **Social-emotional learning (SEL) routine** on p. 23.

Social-emotional learning: Focus on what you are doing



Pupils learn about the importance of paying attention to what you are doing because it can have a big effect on your friends and other people.

Use the story cards. Show scene 2. Ask: *What's Lily doing?* Elicit that she's talking to her friend. Ask: *Is Lily paying attention to Sam and Benny?* (no) *How does Sam feel?* (cold and wet)

Show the story cards for scenes 4 and 5. Elicit that Sam asks Lily to change the weather. Ask: *Is Lily paying attention?* (no) *Does she change the weather?* (no)

Show the story cards for scenes 7 and 8. Elicit that Sam asks Lily to change the weather. Ask: *Is Lily paying attention?* (yes) Ask: *Who changes the weather?* (Lily) *How?* (by pushing the button)

Ask pupils to say how they think Sam feels in scene 2. Ask: *Is he happy?* Pupils answer question 1.

Ask pupils how they feel when their friends pay attention to them. Elicit ideas and examples of situations, e.g. in the classroom when they are doing a group activity or in the playground. Then read questions 2 and 3 and elicit answers from several pupils. Pupils answer questions 2 and 3.

SEL sticker activity

Follow the **SEL sticker routine** on p. 23.

Closing routine

Do Communication routine 1 on p. 32.

Science question

Pupils' own answers (depending on region)

Lesson 5 Vocabulary & Grammar 2

In which seasons do you wear a jacket? What about a T-shirt?

1 Listen and say. Then listen and number.



spring 3



summer 6



autumn 2



winter 5



have a picnic 1



plant flowers 4

2 Watch or listen. Move and sing.

The four seasons

Do you like planting flowers
With family and friends?
Do you like planting flowers?
Tell me when!

In spring, summer, autumn or winter?
In spring, summer, autumn or winter?
I like planting flowers in spring.

Do you like having a picnic
With family and friends?
Do you like having a picnic?
Tell me when!



Chorus
I like having a picnic in summer.
flying a kite / autumn
playing in the snow / winter

Grammar

I like planting flowers in spring. I don't like playing in the snow.
Do you like having a picnic? Yes, I do. / No, I don't.

3 Listen and circle the correct faces.

1

2

3

4

4 Talk Partners Play the game. Find an activity your friend likes for each season.



Lesson 5 Vocabulary & Grammar 2

1 Exam practice Read and write.

My Year It's hot in summer and I like ¹ reading
 a book in the garden. In spring, I like having a ² picnic
 with my family. In autumn, I like going ³ cycling on
 my new bike. It's cold in ⁴ winter. I like playing inside,
 but I don't like playing in the ⁵ snow.

Example

summer	flowers	picnic	reading
winter	cycling	watching	snow

2 Read and write. Then tick (✓) for you.

swimming planting flowers having a picnic playing outside going cycling

Yes, I do. No, I don't.

1 Do you like having a picnic in summer?

2 Do you like swimming in winter?

3 Do you like planting flowers in spring?

4 Do you like playing outside in autumn?


5 Do you like going cycling in summer?

Objectives: Identify and say the seasons and seasonal activities; Ask and answer about what you like doing; Exam practice: Pre A1 Starters Reading and Writing, Part 4

Vocabulary: *autumn, have a picnic, plant flowers, spring, summer, winter*

Grammar: *like + verb + -ing* (affirmative, questions and short answers): *I like planting flowers. Do you like having a picnic? Yes, I do. / No, I don't.*

Recycled language: *cycling, swimming, tennis*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

Pupil's Book, pages 26–27

Science question


In which seasons do you wear a jacket? What about a T-shirt?

This question relates to the social science topic of seasons. It is about suitable clothing. Review clothes vocabulary and ask pupils when they usually wear each item. Encourage pupils to explain why.

1 2.7 2.8 Listen and say. Then listen and number.

Follow the **Vocabulary presentation routine** on p. 25. Elicit examples of typical weather for each of the four seasons.

1 *have a picnic* 2 *autumn* 3 *spring* 4 *plant flowers*
5 *winter* 6 *summer*

 Elicit how pupils say *have a picnic* in their own language. Focus them on whether they use the same verb.

2 2.9 Watch or listen. Move and sing.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.

Ask: *Which season do you like best?* and hold a class vote.

Grammar

Make sure pupils notice that the verbs that come after *like* end in *-ing*.

Hold up the flashcards for sports or seasonal activities and invite individual pupils to say: *I like / don't like (having a picnic)*.

Support For less confident pupils, hold up a flashcard and prompt pupils using the *-ing* form. Say, e.g. *having a picnic*. Invite individual pupils to say *I like* or *I don't like*. Model the full sentence, e.g. *I like having a picnic* or *I don't like having a picnic*. All the pupils repeat the full sentence.

3 2.10 Listen and circle the correct faces.

Follow the **Grammar practice: Listening activity routine** on p. 25.

- Do you like having a picnic in winter?
No, I don't.
- Do you like going swimming in summer?
Yes, I do.
- Do you like going cycling in spring?
Yes, I do.
- Do you like playing tennis in autumn?
No, I don't.

4 **Talk Partners** Play the game. Find an activity your friend likes for each season.

Follow the **Grammar practice: Talk Partners routine** on p. 25.

Demonstrate the activity with a confident pupil. Each player puts their season cards and activity cards face down in two piles. The first player turns over one card from each pile and asks a question based on the cards. Take turns. The objective is for players to find an activity their friend likes doing in each of the four seasons.

Follow the **Assessment for learning routine** on p. 25.

Activity Book, page 24

1 **Exam practice** Read and write.

Exam tip

Pre A1 Starters Reading and Writing, Part 4

Ensure pupils read the whole text first and then look at the words in the wordpool. Tell them to re-read the words before the gap before choosing a word to complete the sentence.

2 Read and write. Then tick (✓) for you.

Closing routine

Do Communication routine 3 on p. 32.

Activity 1
Pupils' own answers

Science question
365 days

Lesson 6 Read the world

The Scary Garden

Characters
 Anna, Ted, The neighbour
 Narrator 1, Narrator 2

N1: The children live in a new house. They're happy.
 Wow! Look at the big garden! It's great.
 Look at the neighbour's garden! It's scary.

N2: It's winter. It's snowy and cold.
 Let's play outside in the garden!
 Yes, let's play basketball!
 I like playing basketball.
 Oh no! The ball is in the neighbour's garden.

N1: It's spring. It's cloudy but it's not rainy.
 Let's play outside in the garden!
 Yes, let's play tennis!
 Oh no! The ball is in the neighbour's garden.

N2: Now it's summer. It's sunny and hot.
 Let's play outside in the garden!
 Yes, let's play football!
 I like playing football.
 Oh no! The ball is in the neighbour's garden.

N1: Now it's autumn. It's windy.
 Let's play outside in the garden!
 Yes, let's fly a kite!
 I like flying a kite.
 Oh no! The kite's in the tree.

N2: Ted climbs the tree. He sees the neighbour in his garden.
 Hello! Are these your balls? Here you are.
 Yes, thank you.
 Oh, I'm tired.
 Can we help you with your garden?
 Yes, please!

How long does it take the Earth to revolve around the sun?

Before you read

1 Look at the pictures. Where are the children? What's the weather like?

2 Read and check your answers to Activity 1.

3 Read again. Circle the correct words. Then tell a friend.

- The children think the neighbour's garden is funny / scary.
- The children play tennis / basketball in the winter.
- The children play tennis in the spring / summer.
- Ted / Anna climbs the tree.
- The neighbour is / isn't scary.

After you read

4 Who do you think says these things? Read and match.

1 We like our new garden.

2 We like playing outside.

3 Oh no! It's the neighbour.

4 Why are the balls here?

5 The children want to help me. I'm happy.

Who can you help in your community?

Activity 2

In a garden. It's snowy and cold, then it's cloudy but it's not rainy. In summer it's sunny and hot. At the end of the story, it's windy.

Lesson 6 Read the world

After you read

1 Read the play on Pupil's Book page 28 again. Tick (✓) or cross (X) the children's things in the neighbour's garden.

-
-
-
-
-

2 Make a story card. Tick (✓) or write.

It's a play. poem.

It's called The SCARY garden.

It's about the grandpa's garden. neighbour's garden.


My favourite character is _____

I don't like the story. It's OK. I like the story.


I can read a play and use pictures to understand what happens twenty-five 25

Objectives: Read and respond to a play; Use pictures to understand setting or plot in a story (visual literacy); Imagine what characters feel in a story (critical literacy)

Recycled language: *cloudy, cold, dry, hot, snowy, sunny, windy; autumn, spring, summer, winter; fly a kite, play basketball, play football, play tennis; Let's play tennis! I like playing tennis.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 28–29

Science question

How long does it take the Earth to revolve around the sun?

This question is about the social science topic of seasons. Elicit or explain that the time a planet takes to revolve around the sun equals a year (for Earth, 365 days).

Before you read

1  **Look at the pictures. Where are the children? What's the weather like?**

Follow the **Before you read routine** on p. 27.

Point out the format of the text. Explain that it is a play. Ask pupils if they have seen a play at the theatre or at school.

Visual literacy: Use pictures to understand setting or plot in a story

This activity helps pupils exploit pictures to help them understand what happens in the story (the plot) and where the story takes place (the setting). Using pictures is a good way to develop observation skills.

Pupils look at each picture and say what they see. Ask: *Who's this? Who are they? What are they doing? What's this?* Elicit key words.


Help pupils notice the different seasons. After completing Activity 1, ask about each type of weather: *What season has this kind of weather?*

2  **2.11 Read and check your answers to Activity 1.**

Follow the **While you read activity routine** on p. 27.

Engage Play the audio. Do a TPR activity. When pupils hear a season, they mime: *cloudy* (spring), *being hot* (summer), *blowing wind* (autumn) and *being cold* (winter).

3  **2.11 Read again. Circle the correct words. Then tell a friend.**

 In this activity, pupils practise **relaying specific information** from the text to their partner.

After you read

Follow the **After you read routine** on p. 27.

4   **Who do you think says these things? Read and match.**

Critical literacy: Imagine what characters feel in a story

This activity helps pupils understand the use of pictures and words to infer a character's feelings and opinions.

Invite confident pupils to read out the speech bubbles. For each one, pupils find words in the text or a picture that helps them understand who says it. For example, the first speech bubble, the children and the sentences 'They are happy' and 'Look at the big garden!' tell us that the children like their garden.

Follow the **Assessment for learning routine** on p. 27.

ESDC

Who can you help in your community?

This question helps pupils explore how we can make a difference to other peoples' lives.

Ask: *Is the neighbour happy in the end? (yes) Why?* (because the children want to help him). Pupils suggest who they can help in their community and how, e.g. visiting elderly neighbours. Write their ideas on the board.

Activity Book, page 25

1 **Read the play on Pupil's Book page 28 again. Tick (✓) or cross (✗) the children's things in the neighbour's garden.**

2  **Make a story card. Tick (✓) or write.**

Closing routine

Do Communication routine 3 on p. 32.

Lesson 7 Listening & Speaking **Real-world communication**

1 Listen and match.

1 Mary

2 Rifo

3 Sally

2 Watch or listen. Then practise with a friend.

Hi, Clare. I'm bored today.

Me too. What about going cycling?

No, thanks. It's windy.

Well, what about flying a kite?

That's a good idea!

Make and respond to suggestions (1)
What about flying a kite? No, thanks. / That's a good idea!

3 Make a new dialogue.

I'm bored! What about playing football?

No, thanks! I don't like sport. What about drawing?

That's a good idea!

30 thirty Key learning outcomes: Use pictures to help understanding; Make and respond to suggestions (1) Activity Book, p.26

Lesson 7 Listening & Speaking **Real-world communication**

1 Exam practice Listen and tick (✓) the box.

1 What's the weather like?

a b c

2 Who is Rifo at home with?

a b c

3 How is Sally?

a b c

2 Read and write.

What about drawing good What about

It's hot! I'm bored!

¹ What about drawing a picture?

No, thanks. I don't like ² drawing.

³ What about going swimming?


That's a ⁴ good idea!

26 twenty-six I can make and respond to suggestions

Objectives: Use pictures to help understanding; Make and respond to suggestions (1); Exam practice: Pre A1 Starters Listening, Part 3


Functional language: *What about (flying a kite)? No, thanks. / That's a good idea!*

Recycled language: *dry, icy, rainy, sunny; having a picnic; What's the weather like? It's (sunny).; I like / don't like (flying a kite).*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book, teacher and peer Assessment Rubrics

Optional: Sports equipment (e.g. a tennis ball, a ping pong ball, a shuttlecock)

Opening routine

 Play the mindfulness animation or audio to **energise** pupils for speaking activities.

Pupil's Book, page 30

Before you listen

Follow the **Before you listen routine** on p. 29.

1 2.12 Listen and match.

Follow the **Listening activity routine** on p. 29.

Listening skill: Use pictures to help understanding

Pupils look at the pictures and say what they think the people will talk about. Elicit words they think the people will say. Tell pupils that we can use pictures to help us prepare for a listening activity.

1 **Granny:** Hello, Mary! How are you?

Mary: Hi, Grandma! I'm fine.

Granny: Good! What's the weather like?

Mary: It's sunny and dry today.

Granny: And what are you doing?

Mary: We're having a picnic in the garden.

Granny: How nice!

2 **Rifo:** Hi, Grandad.

Grandad: Hello, Rifo. How are you?

Rifo: I'm fine, thanks. It's icy here today. We can't go to school.

Grandad: Oh, dear! What are you doing?

Rifo: I'm watching TV with Becky.

Grandad: Oh, well ...

3 **Sally:** Hi, Dad.

Dad: Hello, Sally. How are you?

Sally: I'm bored.

Dad: Oh, dear!

Sally: It's rainy today and I can't play outside.

Dad: What about playing a game with Mum?

Sally: That's a good idea!

2 2.13 Watch or listen. Then practise with a friend.

Follow the **Video activity: Functional language routine** on p. 29.

Speaking skill: Make and respond to suggestions (1)

Say: *It's (sunny) today. What can we do?* Elicit a few ideas and write them on the board. Point to one and say: *What about (having a picnic)?* Write: *No, thanks.* and *That's a good idea!* on the board. Elicit a response from the class. Do the same with other weather types.

Support After playing the video once, ask: *What's the weather like?* (windy) Then hold up the flashcards for *cycling* and *flying a kite* and elicit which activity is best. Play the video again for pupils to check their answer.

Reach higher After playing the video, ask: *Why doesn't the boy want to go cycling?* (because it's windy) *What activity do they choose to do?* (fly a kite)

3 Make a new dialogue.

Follow the **Speaking activity routine** on p. 29.

Follow the **Assessment for learning routine** on p. 29.

Activity Book, page 26

1 2.4 **Exam practice** Listen and tick (✓) the box.

Exam tip

Pre A1 Starters Listening, Part 3

To activate pupils' vocabulary, read each question aloud and elicit what the pictures show.

This activity uses the same audioscript as track 2.12.

2 Read and write.

Closing routine

Do Communication routine 2 on p. 32.

Activity 1

She likes having picnics with her family and skateboarding.



1 Read the penpal message. What does Karine like doing in her favourite season?

GLOBAL PENPALS Home Find a penpal Register

Hi, I'm Karine. My favourite season is summer.
 In my country, summer is in June, July and August.
 It's hot and sunny. The sky is blue and there are lots of flowers.

I like having picnics with my family and skateboarding in the park. Here are some photos.

What's your favourite season? What do you like doing?
 Write soon!

2 Circle the first letter in the seasons and months in Activity 1.

Capital letters (2)

Use a capital letter for months: February, December
 Don't use a capital letter for seasons: autumn, winter

3 Look and complete.

A message for Karine

Thank you for your message.

My favourite season is ¹ spring

In my country, ² spring is in ³ March, ⁴ April and ⁵ May.

It's ⁶ sunny and ⁷ rainy

I like ⁸ planting flowers

What do you know now?

Think about Unit 2.
 Go to Activity Book, p.30

Activity Book, p.27 Key learning outcomes: Write a penpal message; Use capital letters (2)

1 Complete the words.

Hi! I'm John.


My favourite season is Winter.

In my country, winter is in June,
July and August.

It's cold and snowy.

I like making a snowman. Here's a picture!

What's your favourite season? What do you like doing?
 Write soon!



2 Write to John. Draw a picture.

Hi! I'm _____.

Thank you for your card.

My favourite season is _____.

In my country, _____ is in _____,
 _____ and _____.

It's _____ and _____.


I like _____. Here's a picture!

Write soon!

I can use capital letters and write a message to a penpal twenty-seven **> 27**

Objectives: Write a penpal message; Use capital letters (2)

Recycled language: *autumn, spring, summer, winter; hot, rainy, sunny; April, August, December, February, July, June, March, May; having picnics, skateboarding; It's (hot) and (sunny). What do you like doing? I like (having picnics).*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 31

1 2.14 Read the penpal message. What does Karine like doing in her favourite season?

Follow the **Model text and writing skill routines** on p. 31.

Ask pupils if they have got any friends who live in other cities or countries. How do they keep in touch? Discuss ideas, e.g. sending emails, text messages, birthday cards.


Pupils look at the email and identify the text type. Explain that a penpal website is a place where you can connect with children who live in other places.

Pupils look at the pictures and say what Karine's favourite season is and what she likes doing.

Writing skill: Capital letters (2)

Review the use of capital letters for days of the week. Elicit and write (or have a pupil write) the day and date on the board, as well as the season. (If you write this on the board, don't use any capital letters.) Don't correct any errors yet.

Go through the information box with the class. Ask pupils if they think capital letters have been used correctly in the date and season on the board. Invite pupils to make any necessary corrections. Elicit that we use capital letters for months.

 Ask pupils if they use capital letters for days of the week, months of the year and seasons in their own language.

2 Circle the first letter in the seasons and months in Activity 1.

3 Look and complete.

Give pupils time to complete each part of the activity before moving on to the next. Read the text aloud, pausing at the gaps. Encourage pupils to think about the words represented by the pictures. Remind pupils to use capital letters where necessary. Invite pupils to read their text to a partner.

Activity Book, page 27

1 Complete the words.

2 Write to John. Draw a picture.

Review the seasons and the kinds of weather that are typical in the pupils' country or region.

Engage Encourage pupils to take a multi-sensory approach and use their senses to explore the seasons. For example, in summer they might think of the smell of freshly cut grass or hear a bee buzzing. Pupils could draw or cut out pictures and make a collage of ideas before they write.

Follow the **Assessment for learning routine** on p. 31.

Pupil's Book, page 31

What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Review

How do you say *It's cold* in your language? How is it different?

1 Look and write.

icy summer cloudy stormy spring dry
snowy rainy autumn sunny winter windy



In summer, it's dry and sunny.



In spring, it's cloudy and rainy / cloudy.



In autumn, it's windy and stormy / windy.



In winter, it's icy and snowy / icy.

2 Circle and write the questions. Look and write the answers.

stormy windy
reading a book drawing a picture

1 What's the weather like?

What's the weather like?
It's stormy / windy and windy.

2 What are you doing?

What are you doing?

Milly: I'm drawing a picture.

Ben: I'm reading a book.



Ben

Milly

3 Write the questions. Complete Lisa's message.

1 like Do you in winter? playing in the snow Yes, I do.

Do you like playing in the snow in winter?

2 in summer? having a picnic Do you like No, I don't.

Do you like having a picnic in summer?

About me

Hi, I'm Lisa.

I like playing in the snow in winter.

I don't like having a picnic in summer.



4 Colour the flowers with i_e words purple and the flowers with a_e words yellow.



Think about Unit 2

Read. Draw and write your answers. Then colour and tick (✓).

In this unit, I ...

Now I can ...

My favourite part is ...



How I feel about my work in this unit:



What can I do next?

I can ...

watch the story video again.

sing 'The four seasons' to my family.

act out 'The Scary Garden' with my friends.

play the digital games.



Go to the map on pp.4-5 of your Pupil's Book. Stick your Unit 2 pass.

Exam practice 2

1 Look and read. Write yes or no.



Examples

The family is happy. yes

It's stormy. no

Questions

1 It's hot and sunny. yes

2 It's winter. no

3 The children like having a picnic. yes

4 There are 12 pink flowers. no

5 The horses can't swim. no

Objectives: Review vocabulary and grammar from Unit 2; Assessment for learning Unit 2;
Exam practice: Pre A1 Starters Reading and Writing, Part 2
Materials: Classroom Presentation Kit, Flashcards (Unit 2)

Opening routine

To **energise** the class, do Communication routine 3 on p. 32.

Activity Book, pages 28–31

1 Look and write.

Engage Start with a TPR activity. Call out some true or false sentences about the seasons and the weather, e.g. *In winter it's hot and sunny.* If it's true, pupils clap their hands. If it's false, they stamp their feet. For a quieter version, have them pat their heads or circle a hand on their tummy.

Support Pupils circle the words in the word box with coloured pencils: green for seasons and blue for weather. Write an example sentence on the board, underlining the season and weather words in the appropriate colour.

 **How do you say *It's cold* in your language? How is it different?**

Have pupils say the expression aloud and write it on the board. Ask them whether the verb is the same.

2 Circle and write the questions. Look and write the answers.

Copy the sentence onto the board in large letters. Invite pupils to come to the board and circle a word. Repeat until the whole sentence is separated.

Engage Pupils act out the dialogue between Milly and Ben in pairs.

Reach higher Pupils complete the sentences with their own ideas.

3 Write the questions. Complete Lisa's message.

Engage Tell pupils that today you are a bit confused. Then write a jumbled question on the board, e.g. *like Do you reading a book in summer?* Tell pupils that you need their help to write it correctly. Pupils say the sentence parts in the correct order and write it on the board.

Reach higher In pairs, pupils say whether they agree with Lisa or not. Encourage them to say why.

4 Colour the flowers with *i_e* words purple and the flowers with *a_e* words yellow.

Support Say the words aloud for pupils to repeat before they write them.

Think about Unit 2

Read. Draw and write your answers. Then colour and tick (✓).

Follow the **Think about ... routine** on p. 59.

Exam practice

1 Look and read. Write *yes* or *no*.

Exam tip

Pre A1 Starters Reading and Writing, Part 2

Encourage pupils to look at the picture scene and think about the words they know before they read and write.

Support Read out each sentence one by one and give pupils time to find the answer in the picture before moving on.

Closing routine

Do TPR Dynamic routine 1 on p. 32.