

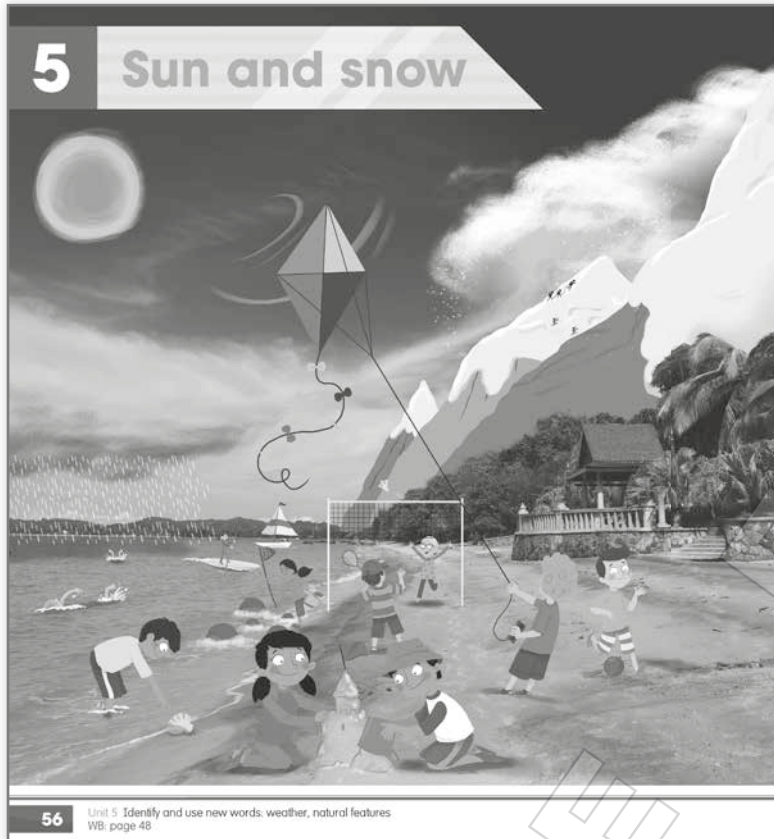
5

Sun and snow

Lesson 1

Vocabulary

Pupil's Book pages 56–57



Lesson 1 Vocabulary

1 2.1-2.2 Listen and say. Then listen and number.

cloud <input type="checkbox"/>	rain <input checked="" type="checkbox"/>	snow <input type="checkbox"/>	sun <input type="checkbox"/>
wind <input type="checkbox"/>	beach <input type="checkbox"/>	mountain <input type="checkbox"/>	sea <input type="checkbox"/>

2 Look at the picture. Find the words in Activity 1. Write them in your notebook.

Weather	Natural features
clouds	beach

3 2.3 Sing and act out. Be a star!

We like the rain

<p><i>Drip, drip, drip, it's the rain.</i> <i>We like the rain</i> <i>Again and again,</i> <i>Drip, drip, drip!</i></p> <p>I like snow, The cold mountain snow. And the wind that I hear blow, blow, blow! But ...</p>	<p>I like the sun, The hot, hot sun. And the beach that's so much fun, fun, fun! But ...</p> <p>I like the sea, The icy cold sea. And the clouds that look so fluff, fluff, fluffy! But ...</p>
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56 Unit 5 Identify and use new words: weather, natural features WB: page 48

Unit 5 Sing a song WB: page 48 57

Learning objectives: Identify and use new words: weather, natural features; Sing a song using the target vocabulary

Vocabulary: cloud, rain, snow, sun, wind, beach, mountain, sea

Resources: Class Audio CD2; (PK) - Flashcards; (TRC) - Vocabulary worksheet 1, Downloadable flashcards; (PPK) - Vocabulary activities 1 and 2, Song; (PRC)

Warm-up: The big picture

- Refer the children to the picture on pages 56–57. Ask *Where are the children? Who can you see? What activities can you see?*
- Ask *What's your favourite place / activity in the picture?* Elicit from the children what they like and don't like doing.
- Ask if there are places like this near where they live. Elicit which are good places to visit.

1 2.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Have the children repeat the words again and do a mime or a gesture that shows each weather feature or place (*cloud* can be pushing something light up into the air; *snow* can be trying to catch snowflakes; *beach* can be stretching out to sunbathe; *sea* can be swimming).


2.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Vary the tone of the drilling to keep the children's attention – have them repeat loudly or quietly, happily or sadly or like a robot!
- Ask different children to repeat each word to check and practise pronunciation.

Audioscript

1 rain, 2 sun, 3 cloud, 4 wind, 5 mountain, 6 snow, 7 beach, 8 sea

Answers: cloud – 3, rain – 1, snow – 6, sun – 2, wind – 4, beach – 7, mountain – 5, sea – 8

2  **Look at the picture. Find the words in Activity 1. Write them in your notebook.**

- Write *Weather* and *Natural features* as column headings on the board. Check the meaning of these – if necessary, elicit some examples of each in the children’s L1. Ask the children to copy the table into their notebooks.
- Ask the children to point to the clouds in the big picture. Hold up your Pupil’s Book to point and confirm, and write the word in the correct column. Do the same for *beach*.
- Have the children work in pairs to find each item in the big picture and write it in the correct column in their notebooks.

Answers:

Weather	Natural features
clouds	beach
rain	mountain
snow	sea
sun	
wind	

3  **2.3 Sing and act out. Be a star!** ★

- Ask the children to turn their Pupil’s Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of objects from Activity 1 mentioned. Play the song.
- Now play the song again and have the children follow in their books. Encourage them to join in with actions for key words: *rain* – mime opening an umbrella; *snow* – mime being cold and looking up; *wind / blow* – mime trees swaying in the wind; *sun* – look up eyes closed, smiling; *fun* – mime kicking a ball and playing volleyball; *sea* – mime swimming and feeling cold; *clouds / fluffy* – mime pushing something light into the air (like a big balloon).
- Play the song and have the children join in and do the actions. Repeat as many times as the children are willing!

Mixed ability

Less confident children may find it difficult to join in with singing and miming the song, but they can still be fully involved and focused as ‘mime leaders’ for the others.

- If you see children struggling to keep up, call them to the front to lead the mime with you.
- Practise the mimes one more time, and point out that if it’s difficult for the children to keep up, they can watch the mime leaders and copy their actions.
- Play the song again and have the children with you at the front concentrate on the mimes while the others sing follow you and your helpers as necessary.

Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with the vocabulary from this lesson.











Workbook page 48






5 Sun and snow

Lesson 1 Vocabulary

1 Look and unscramble the words.

 1 dluco cloud	 2 dwni	 3 tnianmuo	 4 esa
 5 nria	 6 bceha	 7 nsu	 8 wosh

2 Read and match.

1 cloud	a 
2 snow	b 
3 beach	c 
4 mountain	d 
5 sun	e 

48 Unit 5

1 Look and unscramble the words.

Answers: 1 cloud 2 wind 3 mountain 4 sea
5 rain 6 beach 7 sun 8 snow

2 Read and match.

Answers: 1 d 2 c 3 e 4 a 5 b

Lesson 2 Grammar time

1 2.4 Listen and read. Which countries can you see?

2 2.4 Listen again. Match the sentences to the country.

1 They're playing. Australia

2 They're wearing big hats. Canada

3 He's climbing a mountain. Great Britain

4 They're watching kangaroos.

3 Work in pairs. Act out the story. **Be a star!** ★

58 Unit 5 Present continuous affirmative and negative WB, page 49

Learning objectives: Understand the use of Present continuous affirmative and negative; Read and act out a story using the target grammar

Grammar: Present continuous (affirmative and negative)

Resources: Class Audio CD2; **PK** - **PRC**

2.3 Warm-up: Sing the song!

- Play the song *We like the rain* again and have the children join in and do the actions as in Lesson 1.

1 2.4 Listen and read. Which countries can you see?

- Refer the children to the pictures and ask *Who can you see? What are they doing?*
- Play the audio and have the children follow in their books. Have them raise their hand every time they hear the name of a country.
- Ask the children *Which countries can you see?* They find the answer and raise their hand to give the answer.
- Ask some questions to check comprehension: *What is the weather like in Canada / in Great Britain / in Australia? (Canada – cold and snowy / Great Britain – rainy / Australia – hot and sunny) Can you point to the beach / a mountain / the sea? (picture 2 / pictures 1 and 3 / picture 2)*

- Play the audio one more time. Have the children do the actions for the affirmative verbs and a negative gesture (like shaking their head or wagging a finger) for the negative verbs.

Answers: Canada, Great Britain, Australia

2 2.4 Listen again. Match the sentences to the country.

- Play the audio again for the children to listen and read. Refer the children to the example sentence. Have them find the part of the story that shows the children playing (*picture 2*) and point out the matching line to Great Britain.
- Have the children decide in which country the characters are doing each of the actions and draw the matching lines.
- For feedback, have different children read out the sentences and have the class call back the name of the country. Ask for whole-class agreement and elicit the relevant part of the text each time.

Answers: 1 Great Britain 2 Australia 3 Canada
4 Australia

Teaching star! ★

Using digital

The *Mask* tool in the Presentation Kit is useful for having the children remember and produce sentences. It is very controlled and there is instant feedback.

- Show the picture story on the board and use the *Mask* tool to cover speech bubbles.
- Have the children try to remember what's in each speech bubble and then uncover it to check. Give some mime or one-word prompts if the children are having difficulty remembering.
- Repeat for each of the speech bubbles and then play the audio one more time.
- This makes the children more engaged with the story, and helps them start thinking about language in more extended blocks.

3 Work in pairs. Act out the story.

Be a star! ★

- Play the audio again for the class to repeat each line chorally.
- Divide the class into pairs. The children can either decide their own roles in their pairs or you can allocate roles by giving every child a number – 1 or 2: all number 1s are Kirsty and all number 2s are Henry.
- Allow the pairs time to practise acting out the story. Give a time limit for this and warn them when their time is nearly finished. This way the children stay more focused on the task.

- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer pairs to act out the story for the class making sure the rest of the class respond positively. At this stage, some children may be confident enough that they can play their role without referring to their books.


Cooler: How many words?

- Play *How many words?* (see the Games Bank, pages 14–17) with some sentences from the story. Suggested sentences: *I'm watching videos.* (3) *He isn't wearing a jacket.* (5) *They're on the beach but it's raining.* (7) *They're playing but they aren't swimming.* (6) *They're watching the kangaroos.* (4) *We're going around the world.* (5)


Workbook page 49

Lesson 2 Grammar time


1 Look and circle.




1 They're playing /
They aren't playing tennis.



2 They're swimming /
They aren't swimming in the sea.




3 He's throwing /
He isn't throwing the ball.




4 We're climbing /
We aren't climbing the mountain.


2 Read and write A, B or C.



A



B



C

- 1 He isn't wearing a jacket. B
- 2 They're watching the kangaroos.
- 3 He's climbing a mountain.
- 4 They're playing, but they aren't swimming.
- 5 They're wearing big hats.
- 6 They're on the beach, but it's raining.

Unit 5 **49**

1 Look and circle.

Answers: 1 They aren't playing
2 They're swimming 3 He isn't throwing
4 We're climbing

2 Read and write A, B or C.

Answers: 1 B 2 C 3 B 4 A 5 C 6 A

Lesson 3 Grammar focus

1 2.5 **Look and read.**

Graphic Grammar
Present continuous + and -

I'm watching videos. I'm not working.
He's climbing. He isn't wearing a jacket.
They're playing. They aren't swimming.

Look!
swim - swimming run - running have - having

2 **Write sentences with the verbs. Use the correct form.**

1 It isn't raining (rain).
_____ (snow).
2 She _____ (climb).
_____ (run).
3 He _____ (wear) a jacket.
_____ (wear) a T-shirt.
4 They _____ (swim).
_____ (play) tennis.

3 **Play a game.**
Act out and guess. **Be a star!**

Unit 5 Describe the weather, say what people are doing now WB: page 50 **59**

1 2.5 **Look and read.**

- Play the audio. Have the children join in, nodding for the affirmative sentences and shaking their heads for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again for the children to repeat chorally. Point out the blue blocks for the verbs and the red blocks for the negatives.
- Write *swim - swimming* and *run - running* on the board and ask what happens in the *-ing* form (they double the consonant). Explain that this applies to verbs that end in one consonant + one vowel (a, e, i, o, u) + one consonant, e.g. *swim, run, sit*, etc. Point out that the letters *y, w* and *x* don't double in this way, so *playing*, not *playying*.
- Write *stop, read, sit* and *cook* on the board and ask the children if the *-ing* form has a double consonant. Write the *-ing* forms on the board (*stopping, reading, sitting, cooking*).
- Now write *have* on the board and explain that verbs that end in *-e*, drop the *e* when the *-ing* ending is added. Elicit some more common examples, e.g. *making, taking, riding*.

- If using the video, tell the children they will see a video about a girl and her friend. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.
- Highlight the grammar points as described above.

Learning objectives: Describe the weather; Say what people are doing now

Grammar: I'm watching videos. I'm not working. He's climbing. He isn't wearing a jacket. They're playing. They aren't swimming.

Resources: Class Audio CD2; (PK) - Graphic Grammar video; (TRC) - Grammar worksheet 1; (PPK) - Grammar activity 1; (PRC) - Graphic Grammar video

Materials: paper, pens or pencils (optional)

 2.4 **Warm-up: What's the last word?**

- Play *What's the last word?* (see the Games Bank, pages 14–17) with the audio from Lesson 2, Activity 1. Stop the audio after some of the key words in the story, e.g. *working, mountain, raining, swimming, kangaroos, world*. (You will need to be fast with the pause button!)
- Have the children raise their hands to say what they think the last word they heard was. Ask for whole-class agreement each time and have them all repeat the word.
- Write the words on the board after each turn so the children can all check their spelling.

2 **Write sentences with the verbs. Use the correct form.**

- Ask the children what they can see in the pictures (including the weather).
- Refer the children to the example sentence. Point to the number 1 in the picture and ask *Is it raining?* (No) Elicit the affirmative sentence *It's snowing*.
- Have the children complete the rest of the activity individually.
- Invite different children to point to the people in the picture and read out the sentences. Ask for whole-class agreement each time. Write the answers on the board so that everyone can check.

Answers: 1 It isn't raining. It's snowing. 2 She's climbing. She isn't running. 3 He's wearing a jacket. He isn't wearing a T-shirt. 4 They aren't swimming. They're playing tennis.

Teaching star! ★

Consolidation

The children need some time and practice to learn and apply the rules for doubling the consonant or not in *-ing* forms.

- Play an adapted version of *Team spelling* (see the Games Bank, pages 14–17). This time, when you call out the verb, the children write the *-ing* form. Use a mix of verbs that do and don't need the double consonant, and some that end in *-e*, e.g. *watch, work, ride, swim, have, write, sit, play, go, run*.

- Divide the class into groups of three. Have them take turns to mime an action while the others guess (using affirmative and negative forms of the present continuous, as in the example). Before they start, have two students read out the example dialogue.
- Circulate, monitor and encourage the use of the present continuous verbs.
- Finish by inviting volunteers to mime actions for the whole class to guess.

3 Play a game. Act out and guess.

Be a star! ★

- Choose and mime an activity pictured on Pupil's Book page 56, 58 or 59 for the class. Have the children raise their hand when they think they know the action, e.g. fly a kite. Encourage them to use a present continuous verb, e.g. *You're flying a kite*.

Cooler: Draw and label

- Draw a quick picture of a person doing an activity. Include the weather (rain, snow or sun). Elicit sentences about the picture, e.g. *He's / She's climbing a mountain. It's raining*. Write the sentences next to the picture.
- Have the children do the same in their notebooks. Then ask them to share their pictures and sentences with the friends near them.
- Ask if any children had the same activities and/or weather as their friends.

Workbook page 50


Lesson 3 Grammar focus

1 Match to make sentences.

1 I	're playing	a mountain.
He	'm watching	on the beach.
They	's climbing	videos.

2 I isn't wearing in the sea.
She aren't swimming fun.
They 'm not having a jacket.

2 Write the words in the correct order to make sentences.



1 watching / TV / isn't / Dad
 Dad isn't watching TV.

2 Mum's / music / listening / to

3 tree / The / children / climbing / are / a

4 isn't / It / snowing

50 Unit 5 Go to Grammar reference on page 122

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 122 to help them when completing these activities.

1 Match to make sentences.

Answers: 1 I'm watching videos. He's climbing a mountain. They're playing on the beach.
 2 I'm not having fun. She isn't wearing a jacket. They aren't swimming in the sea.

2 Write the words in the correct order to make sentences.

Answers: 1 Dad isn't watching TV. 2 Mum's listening to music. 3 The children are climbing a tree. 4 It isn't snowing.

Lesson 4 Reading

1 **Look at the text and tick (✓).**
 It's ... a poem. a play. a story.

2 **2.6 Read again and write the names of the characters.**

1 Who wants to skate? Stella, Steve 4 Who sees a snowman? _____
 2 Who hasn't got gloves? _____ 5 Who is the snowman? _____
 3 Who plays in the snow? _____

Lost in the snow

Stella: Dad, can we skate today?
Dad: I don't know. It's cold and it's starting to snow!
Steve: But we're wearing warm jumpers and boots.
Stella: And we've got our coats.
Dad: OK then. Let's go! Oh, no! I haven't got my gloves. Can you wait for me next to this tree?
Stella: OK. Look, Steve, there's lots of snow! Let's play.
Steve: This is fun! Look! I'm swimming.
Stella: And I'm climbing a mountain.
Steve: Let's run!
Stella: Where are we now? Where's the tree?
Steve: I don't know. I can't see it.
Stella: Dad! Dad! Where are you?

Unit 5 Read a play WB page 51

Steve: It's really windy now!
Stella: This isn't fun. I'm scared.
Steve: Me, too.
Stella: Can you see that? There's something big and white over there.
Steve: Oh, yes. What is it?
Stella: It's a big snowman.
Steve: But it's walking. And now it's running! Help!
Dad: Stella! Steve!
Stella: Help! The snowman is talking! Run!
Steve: Wait a minute! Stop! Now it's smiling.
Dad: Stella! Steve! There you are.
Steve: Look! It's Dad! We're OK.

3 Read, think and circle the correct words. Be a star!

1 'I don't know. It's cold and it's snowing!'
 Dad thinks / **doesn't think** the weather is bad.
 2 'I'm swimming.' 'And I'm climbing a mountain.'
 They **are** / **aren't** having fun.
 3 'Now it's running. Help!'
 Steve **is** / **isn't** scared.
 4 'Stop! Now it's smiling.'
 Steve **is** / **isn't** scared now.

4 Act out the play.

Values
 Why is it important to check the weather?
 smile

Unit 5 Infer information from a text WB page 51

Learning objectives: Read a play; Infer information from a text

Vocabulary: boots, coat, jumper, skate, smile

Additional vocabulary: cold, gloves, snowman, wait a minute, warm

Resources: Class Audio CD2; (PK) - (PRC)

Warm-up: Put the letters back

• Play *Put the letters back* (see the Games Bank, pages 14–17). Write on the board the following incomplete sentences: 'm w _ tch _ ng
c _ rt _ _ ns. 'm n _ t w _ rk _ ng. H _ 's
cl _ mb _ ng _ m _ _ nt _ _ n. H _ _ sn't
w _ _ r _ ng _ j _ ck _ t. (Answers: *I'm watching cartoons. I'm not working. He's climbing a mountain. He isn't wearing a jacket.*)

Vocabulary

• Refer the children to the vocabulary panel on the right of page 61. Read out the words and have the children point and repeat.

• Follow the TPR routine on page 44.

- 1 Look at the text and tick (✓).**
- Refer the children to the pictures and ask what they can see. Prompt as necessary to elicit comments on the places, actions and clothes.
 - Check the meaning of *poem*, *play* and *story*. Ask them to look at the text and quickly decide which one they think it is.
 - Read out the options and have the children raise their hand for the one they chose. Ask why they chose it.

Answers: It's a play, because it shows the names of the speakers.

2  **2.6 Read again and write the names of the characters.**

- Give the children time to read the text carefully.
- Refer the children to the example and ask why Stella and Steve are the answers (first three lines of dialogue).
- Do the next question as a class and elicit the part of the text that shows the answer.
- Then have the children continue the activity individually.
- For feedback, read out the questions and have the children call out the names. Ask for whole-class agreement each time.
- You may then want to read through the story together as a class, playing the audio as support for students who need more help.
- Have the children repeat some key sentences.

Answers: 1 Stella, Steve 2 Dad 3 Stella, Steve
4 Stella 5 Dad

3  **Read, think and circle the correct words. Be a star!** 

- Read out the example sentence in a similar tone to the audio and point out the example answer. Say *Dad is worried.*
- Do the same for number 2 and elicit the answer as a whole class. Elicit or say *The children are happy.*
- Then have the children continue the activity individually.
- For feedback, have pairs of children read out the quotes and the answers. Ask for whole-class agreement each time.

Answers: 1 thinks 2 are 3 is 4 isn't

4  **Act out the play.**

- Divide the class into groups of three. Give each child a number: 1, 2 or 3 and allocate the roles: all number 1s are Stella, all number 2s are Steve, all number 3s are Dad.
- Play the audio one more time and have all the children repeat.
- Give the children some time to practise the play. The children can use their own coats and other clothes as props for the play if this is convenient. (This play is quite long and may be too challenging for some classes. You may choose to divide the class into two halves: the groups in one half act out the first part only, on Pupil's Book page 60, and the groups in the other half act out the second part, on Pupil's Book page 61.)
- As you monitor, encourage the children to inject drama and emotion in their lines where it is appropriate.
- Ask if any groups would like to act out the play for the class.

Values 

- Clarify the question in the *Values* box. Give the children a little time to think and then ask for some suggestions. Feed in extra ideas of your own if you want to expand the conversation, e.g. we need to know what clothes to wear and what to take with us; some places or activities may be dangerous if the weather turns bad.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see the Games Bank, pages 14–17) with the first five lines of the play.


Workbook page 51

Lesson 4 Reading

1 Read the story on Pupil's Book pages 60–61 again. Read and complete.

jumpers skate smiling coats boots

It's cold and snowing. Let's 1 _____ skate _____!
We're wearing warm 2 _____.
and 3 _____ And we've got our
4 _____ Let's play! Oh, no! Look, it's
a snowman. It's running and talking. Now it's
5 _____ It's dad!




2 Read and match.

1 Mum! Look at me! I'm in the tree! a He's scared.
2 I can see a bear! Help! b He's worried.
3 Oh no! It's starting to rain. We haven't got an umbrella. c He's having fun.

3 Circle the clothes words. Then complete the sentences and draw the picture.

sh | gloves | coat | fm | jumper | al | h | boots | ps | a

1 Mum's _____ gloves _____ are red.
2 Mum's _____ is blue.
3 Mum's _____ is green.
4 Mum's _____ are black.



Unit 5 51

1 Read the story on Pupil's Book pages 60–61 again. Read and complete.

Answers: 1 skate 2 jumpers 3 boots
4 coats 5 smiling

2 Read and match.

Answers: 1 c 2 a 3 b

3 Circle the clothes words. Then complete the sentences and draw the picture.

Answers: 1 gloves 2 coat 3 jumper 4 boots

- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

Audioscript

/sk/ /sk/ /sk/ skate
 /sm/ /sm/ /sm/ smile
 /sn/ /sn/ /sn/ snow
 /st/ /st/ /st/ story

Answers: skate, smile, snow, story

Lesson 5 Sounds and letters

1 2.7 Listen and say. Complete.

sk ate _ile _ow _ory

2 2.8 Circle *sk, sm, sn* and *st*. Then listen and say the chant.

Look at the . It's starting to snow.
 The small snake smiles.
 He says, 'Ho, ho!'
 Then he lies on some skates and he starts to go.

3 2.9 Listen and write *sk, sm, sn* or *st*. Then read out loud. **Be a star!**

We're having a great holiday. We¹ sk ate in the ² ow every day.
 Mum reads us a ³ ory at night. You can see ⁴ ars in the ⁵ y.
 I've got a new friend. She's ⁶ all and she's got a nice ⁷ ile. Today she's wearing a green ⁸ irt.

Learning about language

You can make a weather **noun** into an **adjective** by adding **y**.

Noun	Adjective
wind	windy
rain	rainy
sun	sunny

Can you make these nouns into adjectives?

snow _____
 cloud _____

62 Unit 5 Sounds and letters: identify *sk, sm, sn, st* sounds Learning about language: adjectives WB: page 52

2 2.8 Circle *sk, sm, sn* and *st*. Then listen and say the chant.

- Point out the circled *sk* in the first line of the chant. Ask the children how many more examples of *sk* they can find (there's one more – *skates*). They circle it.
- Have the children find and circle all the examples of *sm*, *sn* and *st*. Ask how many of each they found. If they don't all agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in their books.
- Play the chant again and have the children join in with the *sk, sm, sn* and *st* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the class join in with the full chant.

Answers: Look at the sky. It's starting to snow.
 The sm all snake smiles. He says, 'Ho, ho!'
 Then he lies on some skates and starts to go.

Learning objectives: Sounds and letters: identify *sk, sm, sn, st* sounds; Learning about language: adjectives

Sounds and letters words: skate, smile, snow, story

Resources: Class Audio CD2; **(PK)** - **(TRC)** - Sounds and letters worksheet; **(PPK)** - Sounds and letters activity; **(PRC)**

Materials: paper, pens or pencils

Warm-up: Team spelling

- Play *Team spelling* (see the Games Bank pages 14–17) with words from the text in the last lesson, e.g. *snowing, jumper, gloves, climbing, scared, smiling*.

1 2.7 Listen and say. Complete.

- Refer the children to the pictures. Elicit the meaning of the words.
- Play the audio for the children to repeat chorally. Do this twice.
- Point to the spaces in the words in your book. For each one, ask *What's this sound?* Have the children repeat the sound and the word.
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.

3 2.9 Listen and write *sk, sm, sn* or *st*. Then read out loud. **Be a star!**

- Give the children some time to look at the text and try to guess the words – but tell them not to write anything yet.
- Elicit ideas from different children, but don't confirm the answers at this point.
- Play the audio and have the children listen and follow without writing. Then have them complete the spaces.
- Play the audio again for the children to check and / or complete their answers.
- Play the audio one more time, pausing just before each incomplete word for the children to call out the word. Write the completed words on the board.
- Invite volunteers to read out a sentence each of the text. You can repeat from the beginning if more children want to read.

Audioscript

We're having a great holiday. We skate in the snow every day. Mum reads us a story at night. You can see stars in the sky. I've got a new friend. She's small and she's got a nice smile. Today she's wearing a green skirt.

Answers: 1 skate 2 snow 3 story 4 stars
5 sky 6 small 7 smiles 8 skirt

Learning about language

- Go to the window and look up at the sky. Come back to the board and write *Today it's _____*. Elicit a word from the children that could complete the sentence. Accept *-ing* words, e.g. *raining*, but also elicit adjectives if possible, e.g. *rainy*. If the children correctly use an adjective, write the word on the board to complete the sentence.

- Then look at the *Learning about language* box together. If the class didn't find a word to complete your sentence, ask them if they can see one in the box that is suitable. Point out that words like *windy*, *rainy* are adjectives. Ask what adjectives do. (They are words that describe things or people, in this case the weather.)
- Call out *wind*, *rain*, *sun* and have the children call back the adjectives (*windy*, *rainy*, *sunny*).
- Then have the children make adjectives from *snow* and *cloud*. Ask two volunteer children to write them on the board. Ask for whole-class agreement each time.
- If you have time, ask the children to find a weather adjective on page 61 (*windy*) and another on page 58 (*sunny*).

Answers: snowy, cloudy

Cooler: Physical spelling

- Play *Physical spelling* (see the Games Bank, pages 14–17) with some of the key words from Activity 2 and 3.

Workbook page 52

Lesson 5 Sounds and letters

1 Say aloud. Match the sounds and the pictures.

sk sm sn st

2 Complete the words in the sentences with *sk*, *sm*, *sn* or *st*.

1 The s n ake stops to look at the ___ ow in the ___ y.

2 The children are ___ ating around the ___ all ___ owman.

3 Stella ___ iles. She likes the ___ ory of the girl in the blue ___ irt.

3 Read and circle.

1 The sky is cloud / **cloudy**.

2 The rain / rainy is cold.

3 The mountain is snowy / snow.

4 Today is sun / **sunny**.

5 Playing in the snow / **snowy** is fun.

6 The sunny / sun is hot.

52 Unit 5

1 Say aloud. Match the sounds and the pictures.

Answers: sk – sky, skirt, skate; sm – smile, small; sn – snake; st – story

2 Complete the words in the sentences with *sk*, *sm*, *sn* or *st*.

Answers: 1 snake, snow, sky 2 skating, small, snowman 3 smiles, story, skirt

3 Read and circle.

Answers: 1 cloudy 2 rain 3 snowy
4 sunny 5 snow 6 sun

Lesson 6 Language in use

1 2:10 Listen and say.

scarf

What are you doing?
I'm looking for my brother.

What's he wearing?
He's wearing a blue scarf.

Look! He's over there.
Where? What's he doing?
He's skating.
Oh, yes. I can see him. I can see my friends, too.

Where? What are they doing?
They're flying a kite.

2 Work in pairs. Ask and answer.

Student A	Student B

Student A What are you doing?
Student B I'm looking for my sister.

3 Now it's your turn. Ask and answer about people in your class. **Be a star!**

Unit 5 Present continuous: Wh questions WB: page 53 63

- Play the audio again and have the children repeat each question and answer.
- Elicit the word that appears in the first two questions (*What*). Point out the *-ing* verb at the end and the inversion *are you, 's he, are they* in the middle. Elicit or explain that in these questions the verb comes before the noun/pronoun.
- Say *you, he or they* and have the children say the corresponding questions from the dialogue.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have the children repeat it.
- Highlight the language points as described above.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

Learning objectives: Present continuous: *Wh*-questions

Vocabulary: scarf

Resources: Class Audio CD2; (PK) - Language in use video; (TRC) - Grammar worksheet 2; (PPK) - Grammar activity 2; (PRC) - Language in use video

2.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Write it on the board. Then play the audio to see how well they remembered.
- Have the whole class say the chant together.

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the word and do a mime of putting on a scarf. Have the children repeat the word and do the action with you. Ask *When do people wear a scarf? Do you wear a scarf?*

1 2:10 Listen and say.

- Play the audio and have the children follow in their Pupil's Book.

2 Work in pairs. Ask and answer.

- Refer the children to the photos and elicit the names of the objects / family members.
- Invite two children to read out the example dialogue. Point out that it is the same as in Activity 1, but the blue words are changed for items in the box.
- Elicit and drill the questions to continue the dialogue.
- Divide the class into pairs to make new dialogues with the photos in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and the *-ing* on the verbs in the answers.

3 Now it's your turn. Ask and answer about people in your class. **Be a star!**

- Have the children ask you the questions from Activity 1, so that you can answer about a child in the class: *I'm looking for a child. He's / She's wearing a (green jumper)*. Have the children identify the child you are thinking of.
- If the children all wear the same uniform, have them ask more questions until they can identify the child.
- Divide the class into pairs and have them continue the game.

Cooler: The shark game

- Play *The shark game* (see the Games Bank, pages 14–17) with questions and answers from this lesson, e.g. *What are you doing? I'm looking for my brother. What's he wearing? He's wearing a blue scarf.*



Workbook page 53

Lesson 6 Language in use

1 Look at the pictures and read the questions. Write one-word answers. There is one example.


What is the boy wearing? a shirt and trousers

1 Where is the boy? in a _____

2 What is he playing with? a _____


3 What's the weather like? it's _____

4 How many children are there? _____



2 Look, read and complete.

Books



grandma hat wearing doing look reading

What are you ¹ doing? ?

I'm looking for my ² _____

What's she ³ _____ ?

She's wearing a big ⁴ _____

⁵ _____ ! She's over there!

Where? What's she doing?

She's ⁶ _____

Unit 5 CE:YL Starters, Reading and Writing, Part 5 Go to Grammar reference on page 122 **53**

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 122 to help them when completing these activities.

1 **CE:YL** Look at the pictures and read the questions. Write one-word answers. There is one example.

- This activity helps the children prepare for Part 5 of the Reading and Writing paper of the Cambridge English: Starters test. The children look at the pictures and answer the questions using one word each time.
- If done in class, ask the children what they can see in the pictures.
- Go through the example first. Then read out number 1, elicit the answer and write it on the board. Have the children continue individually. Remind them they must only write one word in the space.
- Check the answers with the class and write them on the board.
- (To help prepare for this part of the test, the children need practice in answering questions starting with different question words: *Where, How many, etc.*)

Answers: 1 park 2 ball 3 rainy 4 three

2 Look, read and complete.

Answers: 1 doing 2 grandma 3 wearing
4 hat 5 Look 6 reading

Grammar reference: (page 122)

1 Write words in the correct order to make questions. Then look and answer.

Answers: 1 What is she doing? 2 What is he wearing? 3 What are they doing?

- Play the audio for the children to listen and number the photos.
- For feedback, point to each one and ask *What number? What country is it?*

Lesson 7 Listening and speaking

1 2.11 **Look at the photos. Listen and number in order.**

2 2.11 **Listen again and match the columns.**

1 Oleg	India			
2 Meera	Australia			
3 Carl	Russia			

3 **Work in pairs. Talk about the children in Activity 2.**

Carl is from Australia. It's warm and cloudy today. He's ...

4 2.12 **Listen and repeat. Then choose, ask and answer.** *Be a star!*

What's the weather like today?

It's sunny and it's hot.

64 Unit 5 Listening: listen for key information Speaking: talk about the weather WB: pages 54-55

Audioscript

1. **DJ:** Hello. Our first guest is from Russia. Hello, Oleg. How are you?
Oleg: I'm fine, thanks.
DJ: So Oleg, I can hear that you're outside. What's the weather like today?
Oleg: It's snowing and it's very windy.
DJ: What are you doing today?
Oleg: I'm skating.
DJ: Thanks, Oleg. Goodbye.

2. **DJ:** Our next guest is from India. Hello, Meera. How are you today?
Meera: I'm tired.
DJ: Why are you tired? What are you doing?
Meera: I'm helping my grandma in her garden.
DJ: What's the weather like?
Lee: It's very hot, but we're drinking lots of water.
DJ: That's good. Thanks, Meera. Bye.

3. **DJ:** Our next guest is from Australia. Hello, Carl. How are you?
Carl: I'm great. I'm talking to you from the beach.
DJ: That's cool. What are you doing on the beach today?
Carl: I'm playing football with my friends.
DJ: What's the weather like?
Carl: It's warm, but a bit cloudy.
DJ: Thanks, Carl. Enjoy your day.

Answers: 2, 3, 1

Learning objectives: Listening: listen for key information; Speaking: talk about the weather

Vocabulary: warm

Resources: Class Audio CD2;

PK - **TRC** - Vocabulary worksheet 2; **PRC**

Materials: paper, pens or pencils

Warm-up: Team sentences

- Play *Team sentences* (see the Games Bank, pages 14–17) with questions and answers from the last lesson, e.g. *What are you doing? I'm looking for my sister. What's she doing? She's flying a kite.*

Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say *warm* and have the children repeat. Have the children repeat *cold ... warm ... hot ... warm ... cold*, and do mimes (*warm* can be happy and smiling).

2 2.11 **Listen again and match the columns.**

- Elicit what's in each column (*1 name, 2 country, 3 weather, 4 activity*).
- Play part 1 of the audio. Hold up your Pupil's Book. Elicit and 'draw' a line with your finger from *Oleg – Russia – snow/wind – ice skates*. Have the children draw the line in their books.
- Play the rest of the audio for them to draw the other lines.
- Elicit the answers and ask for whole-class agreement each time.

Answers: 1 Oleg – Russia – snow and wind – ice skates 2 Meera – India – hot and sun – trowel and flowers 3 Carl – Australia – cloudy and warm – football

3 **Work in pairs. Talk about the children in Activity 2.**

- Read out the example, pausing before each key word for the children to complete, e.g. *Carl is from ... (Australia). It's ...*
- Divide the class into pairs to continue the activity.

4 **2.12** **Listen and repeat. Then choose, ask and answer. Be a star!**

- Elicit the weather in each picture.
- Play the audio and have the children repeat it.

Workbook page 54

Lesson 7 Functional language

1 What's the weather like today? Look and complete.

1 It's cold and it's rainy. 2 It's _____ and _____.

3 It's _____ and _____. 4 It's _____ and _____.

5 It's _____ and _____. 6 It's _____ and _____.

2 Look and write.

hot cold sad happy

1 He's hot. 2 She's _____. 3 He's _____. 4 He's _____.

3 Read and match.

1 Why are you cold? a I haven't got any ice cream.
 2 Why are you happy? b It's sunny and I'm wearing a jumper!
 3 Why are you hot? c It's snowing and I haven't got a coat.
 4 Why are you sad? d Today is Saturday – my favourite day!

54 Unit 5

1 What's the weather like today? Look and complete.

Answers: 1 It's cold and it's rainy. 2 It's cold and (it's) snowy. 3 It's warm and (it's) cloudy. 4 It's hot and (it's) rainy. 5 It's warm and (it's) sunny. 6 It's hot and (it's) windy.

2 Look and write.

Answers: 1 hot 2 happy 3 cold 4 sad

3 Read and match.

Answers: 1 c 2 d 3 b 4 a

- Prompt a child to ask you the question. Reply with two weather words, e.g. *It's snowing and it's cold.*
- Divide the class into pairs and to make new dialogues, changing the words in blue.

Cooler: Mime game

- Say an activity and a type of weather, e.g. *It's raining and you're climbing!* for the class to mime. Repeat with more situations.

Workbook page 55

How am I doing?

1 Circle the different word.

1 gloves rain coat jumper
 2 mountain beach sea wind
 3 rain mountain cloud snow
 4 boots coat jumper sun
 5 sad happy cloud tired
 6 hot cold warm skate

2 **Look and read. Write yes or no. There is one example.**

It's hot and sunny. _____ no

1 The girl and boy are playing in the snow. _____
 2 The girl isn't wearing a scarf. _____
 3 The girl is climbing a mountain and the boy is swimming. _____
 4 Dad is wearing his gloves. _____
 5 They're sad. _____

Unit 5 CEYL Starters, Reading and Writing, Part 2 55

1 Circle the different word.

Answers: 1 rain 2 wind 3 mountain 4 sun 5 cloud 6 skate

2 **Look and read. Write yes or no. There is one example.**

- This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English: Starters test. The children read the sentences, look at the picture, and write *yes* if the sentence is true or *no* if the sentence is false.
- Go through the example and then have the children complete the activity individually.
- Ask different children to read out the sentences and the class calls out *yes* or *no*.

Answers: 1 yes 2 no 3 no 4 no 5 no

Lesson 8 Writing

1 Read and follow.

Use an exclamation mark (!) to show strong feelings, like when you are very happy or scared.

This is fun! Oh, no! The snowman is running!

2 Complete the sentences with full stops or exclamation marks.

1 I'm Jack This is my sister, Annie

2 This is our boat

3 I'm scared

4 Oh, no It's cloudy

3 Write what each person is saying. Use correct punctuation. Be a star!

Dad: Jack! Annie! We're here!

Jack: Help!

Dad: _____

Mum: _____

Annie: _____

Unit 5 Write a scene for a play WB, pages 56–57 **65**

Learning objectives: Use exclamation marks; Write a scene for a play

Resources: Class Audio CD2; (PK) - (TRC) - Unit 5 test; (PRC) - (TG)

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games Bank, pages 14–17) with activities and / or weather types from this unit.

1 Read and follow.

- Mime putting your hands on your head in despair and mouthing (but not saying) *Oh, no!* Ask the children *What am I saying?*
- Write it on the board without an exclamation mark. Say in a neutral voice and have the children repeat in a neutral voice. Ask the children what's missing to make it *Oh, no!* (say it in a dramatic way). Elicit the exclamation mark if children know it (they will probably not know what it's called). If they know it, ask a child to write it on the board.
- Refer the children to the information in the box. (Then ask a child to add the exclamation mark to the board if necessary.)
- Write the three phrases from the box on the board without the exclamation mark and have the children repeat them in a neutral voice. Then add the exclamation marks and say them together in a dramatic voice.

2 Complete the sentences with full stops or exclamation marks.

- Write the first sentence on the board (without punctuation).
- Elicit what the missing punctuation is (*a full stop*). Invite a child to the board to write it in.
- Have the children complete the activity. While they do this, write the sentences on the board without the final punctuation.
- For feedback, invite different children to the board to add suitable punctuation. Ask for whole-class agreement each time.

Answers: 1 I'm Jack. This is my sister, Annie.
2 This is our boat. 3 I'm scared! 4 Oh, no! It's cloudy.

3 Write what each person is saying. Use correct punctuation. Be a star!

- Elicit what the children can see in the picture and what they think happens next in the story.
- Invite two confident children to act out the first two lines using a dramatic tone. Then elicit suggestions for the remaining lines and write them on the board. If there are alternative suggestions, write those, too.
- Have the children copy the version they like best into their books.

Suggested answers: **Dad:** Jack! Annie! We're here! **Jack:** Help! **Dad:** We'll help! **Mum:** You're safe now. **Annie:** Yeah! I'm not scared.

Teaching star!

Consolidation

A play scene is perfect for acting out. The language becomes more fixed in the children's memories if they invest emotion in it!

- Divide the class into groups of four. Give them a few minutes to practise speaking the lines. Encourage them to be dramatic with the parts that have exclamation marks!
- Invite volunteer groups to perform the scene.

Cooler: Visualisation

- Have all the children close their eyes and picture what you're saying in their heads: *Imagine you're in a boat in the sea. It's sunny and warm. What can you see? What can you hear? Is there anyone with you? How are you feeling? Now it's raining a little ... and it's cold. How are you feeling? What can you do? Now it's raining a lot and it's cold and windy! Oh, no! How are you feeling? Time to go home! You take the boat to the beach. Now you're at home and it's warm. How are you feeling?*

Lesson 8 Writing

1 Read the dialogue and write full stops or exclamation marks.



Jane: Oh, no ! Look A dog has got your ball
 Sam: Oh, no That's my favourite ball
 Jane: Look There's a girl
 She's running She can help



2 Look and match the sentences to pictures A or B.



- | | | | |
|--|--------------------------|---|--------------------------|
| 1 She's using the umbrella. <input type="checkbox"/> | B | 4 She's running really fast. <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Now her grandpa is helping. <input type="checkbox"/> | <input type="checkbox"/> | 5 The children are very happy. <input type="checkbox"/> | <input type="checkbox"/> |
| 3 She's talking to her grandpa. <input type="checkbox"/> | <input type="checkbox"/> | 6 The dog has got the ball. <input type="checkbox"/> | <input type="checkbox"/> |

56 Unit 5

3 Write words in the correct order to make sentences.

- running / fast / She's

- ball / got / dog / A / your / has

- talking / She's / her / grandpa / to

4 Use the ideas from Activity 2 to write the play.



Grandpa: Here's your umbrella.
 Julie: _____
 David: _____
 Julie: _____
 Grandpa: _____
 David: _____

5 Write your play again. Use your best handwriting.

- 6 Check your work. Tick (✓).**
- | | |
|--|---------------------------------------|
| • exclamation marks <input type="checkbox"/> | • full stops <input type="checkbox"/> |
| • capital letters <input type="checkbox"/> | • spelling <input type="checkbox"/> |

Unit 5 57

1 Read the dialogue and write full stops or exclamation marks.

- Ask the class why there is an exclamation mark in first phrase (*it's a strong feeling*). Then have them complete the activity individually.
- Invite different children to read out the dialogue with suitable emotion!

Answers:

Jane: Oh no! Look! A dog has got your ball.
 Sam: Oh no! That's my favourite ball.
 Jane: Look! There's a girl. She's running. She can help.

2 Look and match the sentences to pictures A or B.

- Refer the children to the example and have them point to the correct part of the picture.
- Have the children complete the activity. Then check the answers with the class. Ask for whole-class agreement each time.

Answers: 1 B 2 B 3 A 4 A 5 B 6 A

3 Write words in the correct order to make sentences.

- Go through the example and then have the children decide on the order of the words in the first sentence.

- Ask the children to read out the sentences. Ask for whole-class agreement each time.

Answers: 1 She's running fast. **2** A dog has got your ball. **3** She's talking to her grandpa.

4 Use the ideas from Activity 2 to write the play.

- Refer the children to the model play on Pupil's Book page 65 and ask them to write a similar play using the story ideas from Activity 2. Circulate, monitor and offer help as needed.
- Encourage them to compare their ideas with a friend.

5 Write your play again. Use your best handwriting.

- Have the children write out their play again as neatly as possible. Point out that the actors need to be able to read a play easily!

6 Check your work. Tick (✓).

- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.
- Have the children open their eyes. Share some of their ideas with the class.