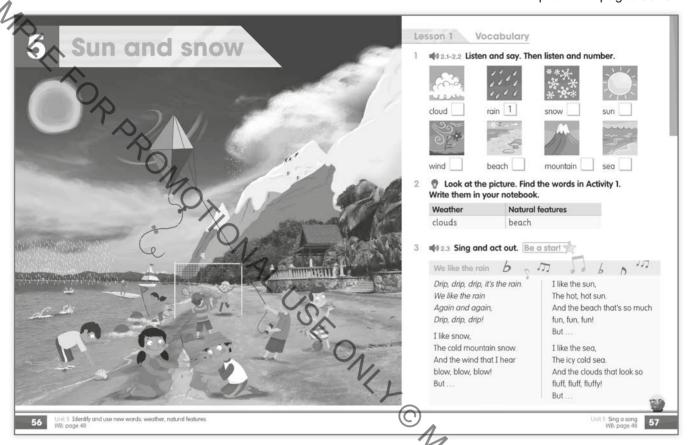
Sun and snow

Lesson 1

Vocabulary

Pupil's Book pages 56-57



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 (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).

(1) 2.2 Then listen and number.

- Play the audio, pausing after the first word to paint 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

Look at the picture. Find the work. Activity 1. Write them in your notebook. Weather and Natural features as column the meaning of Look at the picture. Find the words in

- 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	

1) 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 eues closed, smiling; beach / 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!

Teachina star!

Mixed ability

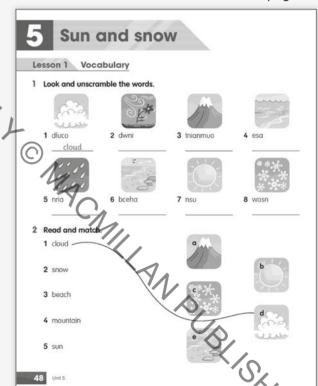
Less confident children may find it difficult to join in with singing and miming the song, but they can still be fully involved and focused as 'mime leaders' for the others.

- If you see children struggling to keep up, call them to the front to lead the mime with uou.
- 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

Workbook page 48



Look and unscramble the word

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

Read and match.

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

Grammar time

Pupil's Book page 58



Learning objectives: Understand the use of Presencontinuous 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)

(1)) 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 (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 (1)) 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 of 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 backs.

3 Work in pairs. Act out the story.

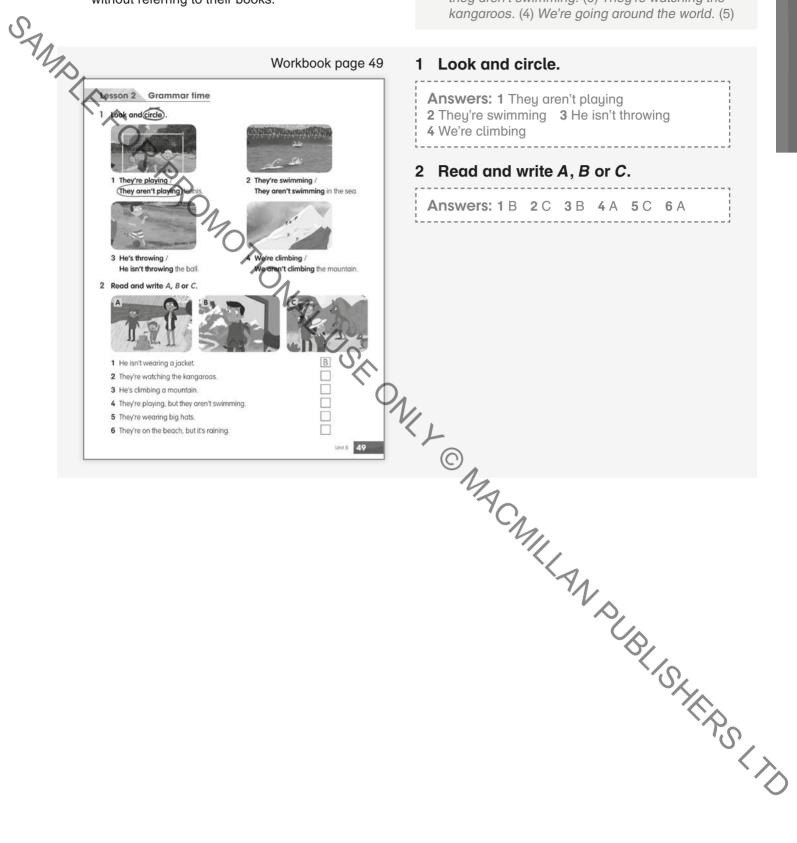
Be a star!

- 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.

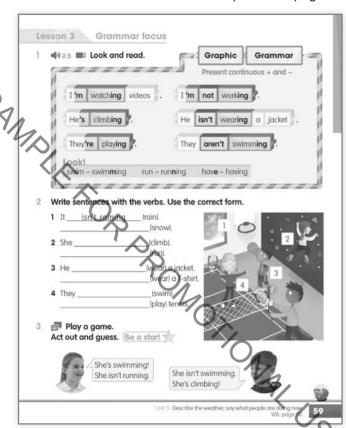
Cooler: How many words?

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)



Grammar focus

Pupil's Book page 59



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; PRC - Graphic Grammar video

Materials: paper, pens or pencils (optional)

(1)) 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.

1 (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.

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.

Play a game. Act out and guess.

Be a start

• 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.

Divide the class into aroups 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.

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

Non. Lesson 3 Grammar focus 1 Match to make sentences. 1 I 're plavina a mountain on the beach 's climbing They videos 2 I isn't wearing in the sea aren't swimming a jacket 'm not having

2 Write the words in the correct order to make sentences



- watching / TV / isn't / Dad Dad isn't watching TV
- 2 Mum's / music / listening / to
- 3 tree / The / children / climbing / gre / g
- 4 isn't / It / snowing

Unit 5 Go to Grammar reference on page 122

Grammar reference:

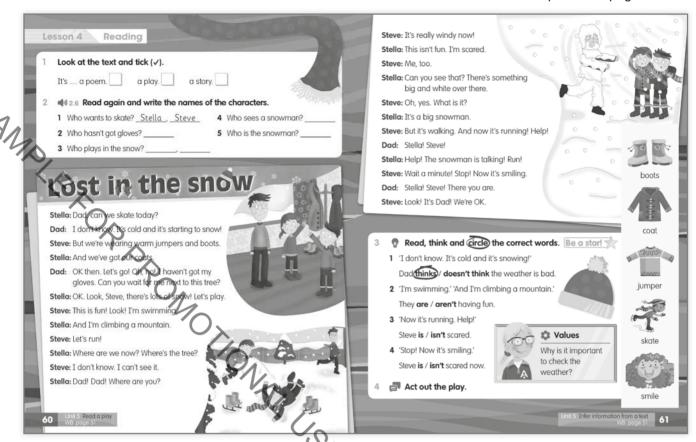
Remind the children that they can refer to the Grammar reference on page 122 to help them when completing these activities.

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. Theu gren't swimming in the seg.

2 Write the words in the correct order to

Answers: 1 Degrish listening to music 3 The a tree. 4 It isn't snowing.



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.

Look at the text and tick (\checkmark) .

- 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 (1) 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 Pead, 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.

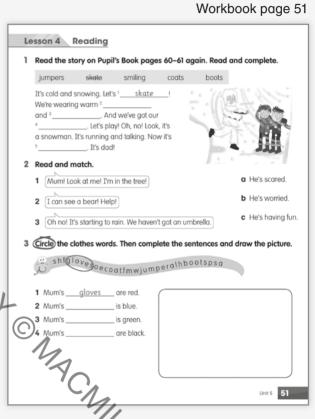
Values 🞇

• 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.





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

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

2 Read and match.

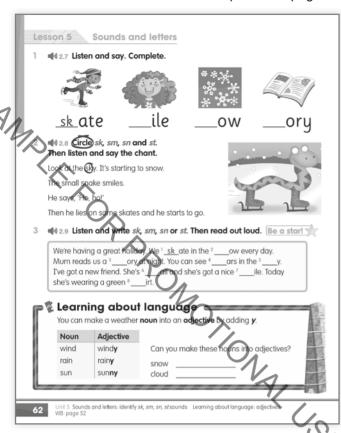
Answers: 1 c 2 a 3 b

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

Answers: 1 gloves 2 coat 3 jumper 4 boots

Sounds and letters

Pupil's Book page 62



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 (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.

 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

2 (1)) 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 small share smiles. He says, 'Ho, ho!' Then he lies on earne skates and starts to go.

3 (1) 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 for 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* ______.

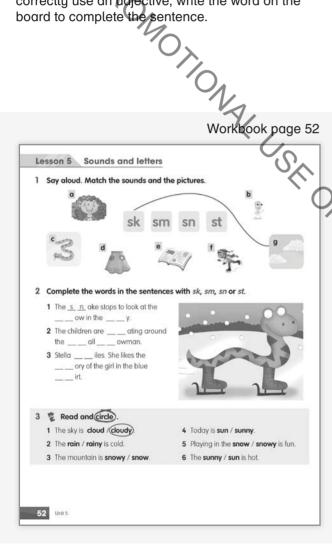
Elicit a word from the children that could complete the sentence. Accept -ing words, e.g. raining, but also elicit adjectives if possible, e.g. rainy. If the children correctly use an adjective, write the word on the board to complete the sentence.

- 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.



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.

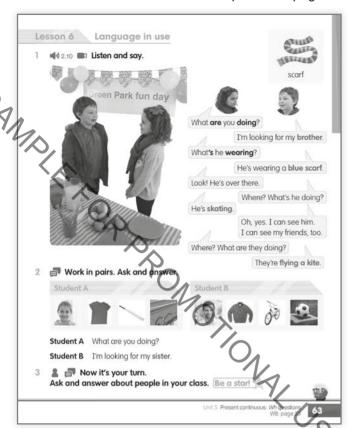
Answers: 1 snake, snow, sky 2 skating, small, snowman 3 smiles, story, skirt

3 🧣 Read and circle.

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

Language in use

Pupil's Book page 63



Learning objectives: Present continuous: Whquestions

Vocabulary: scarf

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

(1)) 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 (1) 2.10 Listen and say.

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

- 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.

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.

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 a blue scarf.



Workbook page 53 Lesson 6 Language in use Look at the pictures and read the questions. Write one-word answers. There is one example. Where is the hov? s he playing with doina?

1 CEY 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).

nswers: 1 park 2 ball 3 rainu 4 three

Grammar reference:

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

Look, read and complete.

1 doing 2 grandma 3 wearina 6 readina

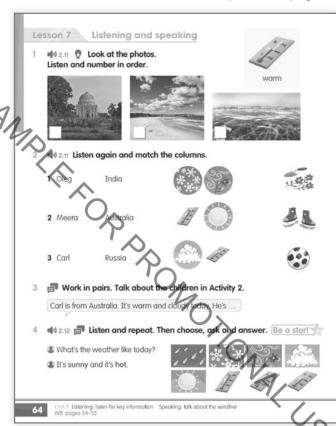
Grammar reference: (page 122)

Write word questions. Then

Answers: 1 What is she doing? 2 v. wearing? 3 What are they doing? 1 Write words in the correct order to make

Listening and speaking

Pupil's Book page 64



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).
- (1) 2.11 Look at the photos. Listen and number in order.
 - Refer the children to the photos. Elicit ideas for the countries they show.

- 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?

Audioscript

1. DJ: Hello. Our first guest is from Russia. Hello,

Olea. How are uou?

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.

Our next quest is from India, Hello, Meera. 2. DJ:

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.

D.I: 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?

Garl: I'm playing football with my friends.

What's the weather like? It's warm, but a bit cloudy. anks, Carl. Enjoy your day.

Answers: 2

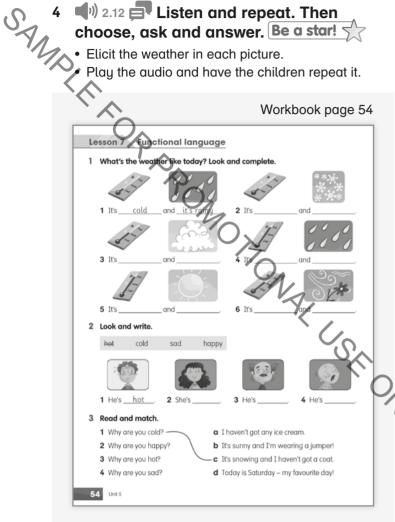
1) 2.11 Listen again and match the columns.

- 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
- Elicit the answers and ask for whole-class agreement each time.

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

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

- Read out the example, pausing before each keu word for the children to complete, e.g. Carl is from ... (Australia). It's ...
- Divide the class into pairs to continue the activity.
- 4 (1)) 2.12 ET Listen and repeat. Then



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.

Look and write.

Answers: 1 hot 2 happy 3 cold 4 sad

Read and match.

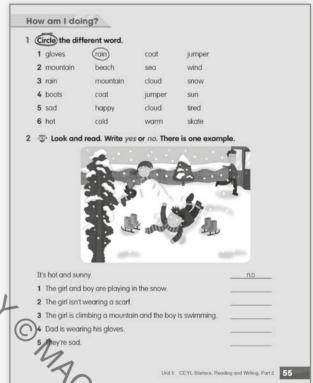
Answers: 1 c **2** d **3** b **4** a

- 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



Circle the different word.

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

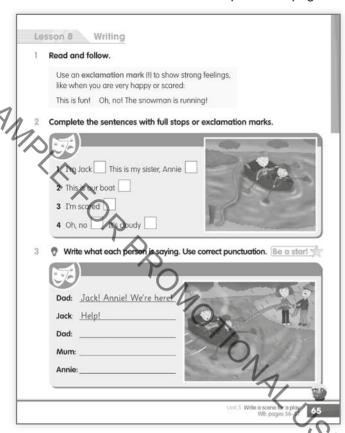
Look and read. Write yes or no. There is one example.

- · 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

Writing

Pupil's Book page 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.

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.

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.

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!

Teaching star!

- Divide the class into groups of four. Give them
 a few minutes to proctise speaking the lines.
 Encourage them to be dramatic with the parts
 that have exclamation barks!
- 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?

Read the dialogue and write full stops or exclamation marks.	 Write words in the correct order to make sentences. running / fast / She's
(3)	2 ball / got / dog / A / your / has
Jane: Oh, no !! Look A dog has got	3 talking / She's / her / grandpa / to
Sam: Oh, no That's my favourite ball Sam: Look There's a girl She's running She can help	4 Use the ideas from Activity 2 to write the play.
	Grandpa: _Here's your umbrella.
Look and match the sentences to pictures \boldsymbol{A} or \boldsymbol{B} .	Julie:
B	David:
O 302	Julie:
	Grandpa:
	David:
	5 La Write your play again. Use your best handwriting.
	6 Leck your work. Tick (<). • exclamation marks • full stops
	capital letters spelling
1 She's using the umbrella. 4 She's running really fast.	- cupital letters Spelling
2 Now her grandpa is helping. 5 The children are very happy.	
3 She's talking to her grandpa.	
¥ / \	

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.

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.

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.