

UNIT 8: WEATHER - LESSON 1***Learning objectives***

- Can identify types of weather

Target language

- Cloudy, cool, rainy, snowy, sunny, windy
- It's (windy).

Recycled language

- I like/don't like (rainy) days.

Receptive language

- It's the Weather machine
- The weather is very strange today.

Resources and Materials

- Pupil's Book page 60
- Activity Book page 53
- Audio CD3 track 19, 20
- Flashcards 57-62
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Revise all vocabulary learnt so far by showing various flashcards and asking, What's this? Elicit, It's a duck. • Divide pupils into two teams and award points to pupils giving the correct answers. 	<ul style="list-style-type: none"> • Look at the various flashcards and answer the question • Work in two teams and give the answers.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 1 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're learning weather words.</i> • Ask pupils what English words they know for weather, e.g. <i>hot, cold</i>. Write them on the board. 	<ul style="list-style-type: none"> • Look at the lesson 1, listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective • Say what English words they know for weather • Look at the poster and

	<ul style="list-style-type: none"> Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i> 	listen
PRESENTATION		
VOCABULARY 5 min	<ul style="list-style-type: none"> Present the new vocabulary with Flashcards 57-62. Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word. Now say the words again and pupils find the weather conditions in the main illustration Indicate the flashcards on the board and say, <i>Weather</i>. sunny, rainy, cloudy, snowy, windy, cool 	<ul style="list-style-type: none"> See the new vocabulary with Flashcards, listen and repeat Listen again and find the weather conditions in the main illustration Indicate the flashcards on the board and listen
PRACTICE		
PB page 60, Act. 2 5 min	<p><i>Listen and circle</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 2 in their Pupil's Books. Focus on the scene. Ask pupils, <i>Where are the characters now? (at Weather machine at the top of the mountain)</i>. Indicate the Amazing Helper Award and explain that the children are nearing the end of their adventure. Play the audio and ask pupils to listen first. Ask, <i>Does Charlie like rainy days? (No)</i> Play the audio again and ask pupils to circle each type of weather as they hear the word. <p>AUDIO SCRIPT – CD3: 19 <i>Charlie: Look! It's the Weather machine!</i> <i>Rose: Oh, no! It's windy. And it's cool.</i></p>	<ul style="list-style-type: none"> Look at Activity 2 in their Pupil's Books. Focus on the scene; answer where the characters are Listen to the audio first, and answer the question Listen again and circle each type of weather as they hear the word

	<p><i>Brrrrrr!</i></p> <p>Uncle Dan: <i>Look over there! It's sunny.</i></p> <p>Charlie: <i>But it's raining here. Uggh! I don't like rainy days.</i></p> <p>Rose: <i>Look there! It's cloudy.</i></p> <p>Uncle Dan: <i>And it's snowy over there!</i></p> <p>Charlie: <i>The weather is very strange today!</i></p>	
	<p>Match.</p> <ul style="list-style-type: none"> • Show the pictures on the board and look at the first picture. Nominate a pupil to match the first picture to the word. • Pair pupils and have them work together to match the pictures of weather with the words. • Once all pairs have had a chance to work it out, ask individual pupils to come to the board to match the word with the picture. The class gives feedback on whether they think the pupil is correct or not. • Move on to the next pair until all words and pictures have been matched. Review as a class any questions that pupils got wrong. 	<ul style="list-style-type: none"> • See the pictures on the board and look at the first picture, match the first picture to the word. • Work in pairs and match the pictures of weather with the words. • Once all pairs have had a chance to work it out, individual pupils come to the board to match the word with the picture. The class gives feedback on whether they think the pupil is correct or not. • Move on to the next pair until all words and pictures have been matched.
<p>PB page 60, Act. 3 5 min</p>	<p>Listen and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Play the audio. Pupils listen, point to the types of weather and repeat the words. • Focus on the labels next to each type of weather. Read them to the class one by one. Pupils find the words as they hear them and 	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books. • Listen, point to the types of weather and repeat the words. • Focus on the labels next to each type of weather. , listen and find the words as they hear them and

	repeat them. <ul style="list-style-type: none"> • Play the audio again. Pupils listen, point to the types of weather and repeat the words. Pupils then continue in pairs. 	repeat them. <ul style="list-style-type: none"> • Listen, point to the types of weather and repeat the words, then continue in pairs
AB page 53 5 min	<i>Look and read. Then circle and write.</i> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Ask pupils to look at the pictures and read the questions written below each. They then circle <i>Yes</i> if the sentence is true and <i>No</i> if it's false. • Ask pupils then to create sentences by choosing the correct weather condition from the word bank and writing it in the gap. Activity answer key: 1 No, sunny 2 Yes, windy 3 No, rainy 4 Yes, cloudy 5 Yes, snowy 6 Yes, cool	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books. • Look at the pictures and read the questions written below each; then circle <i>Yes</i> if the sentence is true and <i>No</i> if it's false. • Create sentences by choosing the correct weather condition from the word bank and writing it in the gap
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils, <i>How many weather words do you know now?</i> Give pupils a minute to tell their partner the new words they know. • Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> • Tell their partner the new words they know. • Say which words they find easiest or most difficult to remember.
	<i>Say the weather.</i> <ul style="list-style-type: none"> • Show the pictures and nominate a pupil to name the weather (<i>It's sunny!</i>). • Ask for 5 volunteer pupils and 	<ul style="list-style-type: none"> • See the pictures and name the weather • 5 volunteer pupils and

	<p>ask them to line up at the board. Then go through the flashcards and ask pupils to name the word. Click on the flashcard to confirm the answer.</p> <ul style="list-style-type: none"> • Once all words have been said, ask another group of pupils to line up at the board and go through the activity again. 	<p>line up at the board. Then look at the flashcards and name the word</p> <ul style="list-style-type: none"> • Once all words have been said, another group of pupils line up at the board and go through the activity again
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UNIT 8: WEATHER - LESSON 2***Learning objectives***

- Can talk about weather I like and don't like

Target language

- Do you like (sunny) days?

Recycled language

- Weather
- Is it (sunny)?
- I like/don't like (rainy) days.

Resources and Materials

- Pupil's Book page 61
- Activity Book page 54
- Audio CD3 track 21, 22, 23
- Flashcards, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the pictures on the board and make an example. Ask a pair of pupils to ask and answer, <i>Is it sunny? Yes, it is.</i> • Choose two pupils to come to the screen and ask and answer for the next weather word. Encourage pupils to give <i>Yes</i> or <i>No</i> answers. Work through the remaining words on the first picture. • Click onto the second picture and have pupils ask and answer in pairs. Review any difficult words. 	<ul style="list-style-type: none"> • See the pictures on the board and look at the example. A pair of pupils asks and answers • Two pupils come to the screen and ask and answer for the next weather word, give <i>Yes</i> or <i>No</i> answers. Work through the remaining words on the first picture. • Move to the second picture, ask and answer in pairs. Review any difficult words.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. 	<ul style="list-style-type: none"> • Look at the lesson 2, listen and answer T's question; then look at the image and guess what they will be learning in the lesson to

	<ul style="list-style-type: none"> Look at the lesson objective: <i>We're talking about the weather</i>. Ask pupils what weather words they know in English, e.g. <i>sunny, rainy</i>. Write them on the board. 	<p>recognize the lesson objective</p> <ul style="list-style-type: none"> Say what weather words they know in English
PRESENTATION		
<p>CHANT PB page 61, Act. 4 5 min</p>	<p><i>Listen and chant.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Pupil's Books. Tell pupils that they are going to listen to a chant about weather. Play the audio. Pupils point to the weather conditions in their books as they hear them in the chant. Play the chant again and ask pupils to chant along. As they chant, ask them to make appropriate actions to go along with the chant. <p>AUDIO SCRIPT –CD3: 21</p> <p><i>Do you like sunny days?</i> <i>Do you like sunny days?</i> <i>Yes, yes, yes,</i> <i>I like sunny days.</i></p> <p><i>Do you like rainy days?</i> <i>Do you like rainy days?</i> <i>No, no, no,</i> <i>I don't like rainy days.</i></p> <p><i>Do you like snowy days?</i> <i>Do you like snowy days?</i> <i>Yes, yes, yes,</i> <i>I like snowy days.</i></p> <p><i>Do you like windy days?</i> <i>Do you like windy days?</i> <i>No, no, no,</i> <i>I don't like windy days</i></p>	<ul style="list-style-type: none"> Look at Activity 4 in their Pupil's Books. Listen to the chant about weather and point to the weather conditions in their books as they hear them in the chant. Listen again and chant along. As they chant, make appropriate actions to go along with the chant.
	<p><i>Read and say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at the board. Read the question and answer, <i>Do you like</i> 	<ul style="list-style-type: none"> Look at the board. Listen to the question and answer

	<p><i>sunny days? Yes, I like sunny days.</i></p> <ul style="list-style-type: none"> • Read again and ask pupils to read along with you. 	<ul style="list-style-type: none"> • Listen again and read along with T
PRACTICE		
<p>PB page 61, Act. 5 5 min</p>	<p><i>Listen and draw.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Pupil's Books. • Point to the pictures at the bottom of the page. Elicit what weather conditions they show. Point to the first picture and ask, e.g. <i>Sunny?</i> Pupils answer <i>Yes</i> or <i>No</i>. • Explain that pupils are going to listen to people talking about their likes/dislikes of different weather conditions. Play the audio. Pupils draw a happy or a sad face next to each picture according to the audio. <p>Activity answer key: 1 sad face 2 happy face 3 happy face 4 happy face AUDIO SCRIPT – CD3:22 1 <i>Do you like windy days?</i> <i>No! I don't like windy days!</i> 2 <i>Do you like rainy days?</i> <i>Yes! I like rainy days.</i> 3 <i>Do you like snowy days?</i> <i>Oh, yes. I like snowy days.</i> 4 <i>Do you like sunny days?</i> <i>Yes. I like sunny days.</i></p>	<ul style="list-style-type: none"> • Look at Activity 5 in their Pupil's Books. • Look at the pictures at the bottom of the page. Listen and answer <i>Yes</i> or <i>No</i>. • Listen to people talking about their likes/dislikes of different weather conditions and draw a happy or a sad face next to each picture according to the audio.
<p><i>QUEST SONG</i> PB page 61 5 min</p>	<p><i>Listen and sing.</i></p> <ul style="list-style-type: none"> • Ask pupils to look carefully at the scene on pages 60–61. Remind them that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island. • Play the Quest song. Ask pupils to 	<ul style="list-style-type: none"> • Look carefully at the scene on pages 60–61. Remember that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.

	<p>listen and sing along.</p> <p>AUDIO SCRIPT – CD3: 23</p> <p><i>Stand up, jump up, come on a quest, Come on a quest today. Turn around, sit down, come on a quest, How can we help today? Help at the mountain! At the castle, with dinner, at the cave, the doctor, the farmer, with the shopping, with the clothes and at the mountain! Help at the mountain today!</i></p>	<ul style="list-style-type: none"> • Listen to the Quest song and sing along.
<p>AB page 54 5 min</p>	<p>Ask and answer. Write Yes or No.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Activity Books. • Draw a simple table similar to the one in the Activity Book on the board. Write pupils' names at the top and ask, <i>Do you like (sunny) days?</i> Write <i>Yes</i> or <i>No</i> according to each pupil's answer. • Ask pupils to complete the survey in the Activity Book in a similar way. They begin by filling out the information for themselves. They then write the name of a friend and ask, e.g. <i>Do you like (rainy) days?</i> • Hold up Flashcards 57–62 in turn. Pupils say the word and put up their hands if they like it. Count the hands, to calculate the class's favourite and least favourite weather condition. <p>What do you like? Draw, write and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Activity Books. • Ask pupils to choose a weather condition they like and one they don't like and draw an appropriate picture in each box. 	<ul style="list-style-type: none"> • Look at Activity 2 in their Activity Books. • Look at the board, listen and answer the question • Complete the survey in the Activity Book in a similar way. They begin by filling out the information for themselves. They then write the name of a friend and ask • Look at the Flashcards 57–62 in turn, say the word and put up their hands if they like it. Count the hands, to calculate the class's favourite and least favourite weather condition. • Look at Activity 3 in their Activity Books. • Choose a weather condition they like and one they don't like and draw an appropriate picture in each box. • Then complete the sentences below the boxes with the correct word from the word

	<ul style="list-style-type: none"> Ask pupils to complete the sentences below the boxes with the correct word from the word bank and read their completed sentences to a partner. 	bank and read their completed sentences to a partner.
POP QUIZ		
5 min	<ul style="list-style-type: none"> Show the pictures and look at the example for the first picture. Nominate two pupils to ask and answer the question (<i>Do you like cloudy days? No!</i>). Pair pupils and have them ask and answer questions about the pictures, taking turns to be the pupil asking and answering. Once you've clicked through all the screens, go back to the start and review with the class. 	<ul style="list-style-type: none"> See the pictures and look at the example for the first picture, ask and answer the question Work in pairs, ask and answer questions about the pictures, taking turns to be the pupil asking and answering.

UNIT 8: WEATHER - LESSON 3***Learning objectives***

- Can talk about the weather
- Can sing a song

Target language

- It's a (sunny) day
- Mouse

Recycled language

- Weather, Clothes
- I like (windy) days.

Receptive language

- Let's play
- Look at (the clothes).

Resources and Materials

- Pupil's Book page 62
- Activity Book page 55
- Audio CD3 track 24, 25, 26
- Flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Revise clothes and toys words with Flashcards 01-07 and 50-56. Hold a piece of paper over a flashcard and uncover it slowly. The first pupil to guess the flashcard get to uncover the next one. 	<ul style="list-style-type: none"> • Revise clothes and toys words with Flashcards 01-07 and 50-56; look at the piece of paper over a flashcard and guess the flashcard get to uncover the next one.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're talking about the weather.</i> • Ask pupils what English words they 	<ul style="list-style-type: none"> • Look at the lesson 3; listen and answer T's question; then look at the images and guess what they will be learning in the lesson to recognize the lesson objective • Say what English words they

	<p>know for weather, e.g. <i>sunny</i>, <i>cloudy</i>. Write them on the board.</p> <ul style="list-style-type: none"> Refer to the learning adventure poster and say: <i>Great! You are moving along your learning adventure!</i> 	<p>know for weather</p> <ul style="list-style-type: none"> Look at the poster and listen
PRESENTATION		
	<p><i>Look and say.</i></p> <ul style="list-style-type: none"> Have pupils look at the activity 6. Focus on the illustrations. Read the word labels <i>It's a sunny day. It's a windy day. It's a rainy day.</i> and <i>mouse</i> aloud. Have pupils listen. Repeat the words and pupils listen then repeat. 	<ul style="list-style-type: none"> Look at the activity 6. Focus on the illustrations; listen and repeat the words
PRACTICE		
<p>SONG PB page 62, Act. 6 5 min</p>	<p><i>Listen and find.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 6 in their Pupil's Books. Explain (in L1) that each verse of the song describes a different picture. Play the audio. Pupils listen and point to the picture being described. Play the song again and pupils find the items as they're mentioned. <p>AUDIO SCRIPT – CD3: 24</p> <p><i>It's a sunny day.</i> <i>Let's play. Let's play.</i> <i>Look at my ball.</i> <i>It's red and blue</i> <i>And it's small.</i> <i>It's a windy day.</i> <i>Let's play. Let's play.</i> <i>Look at the clothes,</i> <i>Socks and jumper,</i> <i>Skirt and dress.</i> <i>It's a rainy day.</i> <i>Let's play. Let's play.</i></p>	<ul style="list-style-type: none"> Look at Activity 6 in their Pupil's Books. Look at T's explanation about each verse of the song describes a different picture. Listen and point to the picture being described. Listen again and find the items as they're

	<p><i>I'm in the house</i> <i>With my cat</i> <i>and my mouse.</i> <i>I like sunny days,</i> <i>I like windy days,</i> <i>I like rainy days,</i> <i>Let's play. Let's play. Let's play.</i> <i>Let's play. Let's play. Let's play.</i> <i>Let's play. Let's play. Let's play.</i> <i>Let's play.</i></p>	
<p>PB page 62, Act. 7 5 min</p>	<p><i>Listen and say. Look at Activity 6. Play.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Pupil's Books. • Describe people and objects in the pictures in Activity 6 by saying, e.g. <i>I'm wearing a skirt.</i> Pupils say which picture it describes (<i>Picture 2</i>). • Ask pupils to use the song illustration to play a game. Play the audio to give pupils an idea of the language they will need. • Explain (in L1) that pupils are going to continue this activity in pairs, using various structures e.g. <i>It's a...</i>, <i>It's got...</i>, <i>I like...</i>, <i>This is...</i>, etc. Write these structures on the board for pupils to refer to during the activity. They then do the activity in pairs. <p>AUDIO SCRIPT – CD3: 26 <i>It's a sunny day.</i> <i>It's Picture 1.</i></p>	<ul style="list-style-type: none"> • Look at Activity 7 in their Pupil's Books. • Look at T's description and say which picture it describes • Use the song illustration to play a game; listen the audio to take the idea of the language they will need. • Continue this activity in pairs, using various structures
<p>AB page 55 5 min</p>	<p><i>Look. Then read and number.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 4 in their Activity Books. • Ask pupils to look at the two pictures and ask pupils questions. Ask, <i>Where's the chicken? (Picture 2), Where's the doll? (Picture 1).</i> 	<ul style="list-style-type: none"> • Look at Activity 4 in their Activity Books. • Look at the two pictures, listen and answer the question • Read the sentences at the

	<ul style="list-style-type: none"> Ask pupils to read the sentences at the bottom of the activity. They then find which picture the sentence describes and write 1 or 2 in the box after each sentence. To check the answers, ask pupils to take turns to read a sentence aloud while other pupils say, <i>Picture 1</i> or <i>Picture 2</i>. <p>Activity answer key:</p> <p>1 1 2 2 3 2 4 1 5 1 6 2 7 1 8 1 9 2 10 1</p>	<p>bottom of the activity. They then find which picture the sentence describes and write 1 or 2 in the box after each sentence.</p> <ul style="list-style-type: none"> Take turns to read a sentence aloud while other pupils say
POP QUIZ		
5 min	<ul style="list-style-type: none"> Ask pupils, <i>How many weather words do you know now?</i> Give pupils a minute to tell their partner the new words they know. As a whole class or in pairs, ask pupils to say where they are on their adventure now. Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> Tell their partner the new words they know. As a whole class or in pairs, say where they are on their adventure now.
	<p>Act. Then guess.</p> <ul style="list-style-type: none"> Mime a windy day and struggling to walk in the wind and have pupils shout out their ideas about what kind of weather it is. Read together the example on the board (<i>It's a windy day. Yes!</i>) Put pupils into pairs and have them take turns doing an action and guessing. Click through to the next screen when pupils have finished the first four. Ask some pupils to do their action for the whole class. 	<ul style="list-style-type: none"> Look at T's miming and shout out their ideas about what kind of weather it is. Read together the example on the board Work in pairs and take turns doing an action and guessing; look at the next screen when pupils have finished the first four and do their action for the whole class.

UNIT 8: WEATHER - LESSON 4***Learning objectives***

- Can talk about likes and dislikes
- Can say the sound /u:/

Target language

- Moose, scooter

Recycled language

- Do you like (sunny) days?

Resources and Materials

- Pupil's Book page 63
- Activity Book page 56
- Audio CD3 track 28, 29
- Stickers, flashcards, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the picture on the board. Put pupils into four groups, one for each screen. Pupils need to say the word, but also they need to spell it out and tell the class what letters are missing (<i>windy</i>, <i>w-i-n-d-y</i>). If a group gets it wrong, ask the next group to have a go. • Show the next picture, asking different groups to say and spell the words. Review any difficult words as a class. <p>Activity answer key:</p> <p>1 windy 2 sunny 3 cloudy 4 rainy</p>	<ul style="list-style-type: none"> • See the picture on the board. Work into four groups, one for each screen. Pupils need to say the word, but also they need to spell it out and tell the class what letters are missing. If a group gets it wrong, ask the next group to have a go. • See the next picture, different groups say and spell the words
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 4 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in 	<ul style="list-style-type: none"> • Look at the lesson 4; listen and answer T's question; then look at the image and guess what they will be learning in

	<p>the lesson.</p> <ul style="list-style-type: none"> Look at the lesson objectives: <i>We're talking about things we like. We're saying some English sounds.</i> 	the lesson to recognize the lesson objectives
SKILL PRACTICE		
<p>GAME PB page 63, Act. 8 5 min</p>	<p><i>Play the game. Ask and answer.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Pupil's Books. Ask pupils to turn to the Unit 8 Cutouts on page 79 of the Pupil's Book and cut out the cards. Ask pupils to read the labels below each picture. Explain (in L1) that they are going to play a game in pairs using the cards. Each pupil chooses and ticks five of the photos from the Pupil's Book. Pairs put their two sets of cards together in one pile. Pupils then take turns to draw a card and ask their partner, <i>Do you like (snowy days)?</i> If the partner has ticked the box showing the photo of snowy days, they say <i>Yes</i> and keep the card. If the snowy days box isn't ticked, they say <i>No</i> and the card goes to the bottom of the pile. The first pupil to collect cards for all five of the items they ticked is the winner. Play the audio to give pupils an example of the language they can use. They then play the game in pairs. <p>AUDIO SCRIPT – CD 3:27 <i>Do you like sunny days?</i> <i>Yes.</i></p>	<ul style="list-style-type: none"> Look at Activity 8 in their Pupil's Books. Turn to the Unit 8 Cutouts on page 79 of the Pupil's Book and cut out the cards. Read the labels below each picture. Listen to T's instruction and play a game in pairs using the cards Listen to the audio to have an example of the language they can use. They then play the game in pairs.

PHONICS		
	<ul style="list-style-type: none"> • Teach the words <i>moose</i> and <i>scooter</i> by drawing them on the board or showing homemade flashcards. Say the words several times, emphasising the /u:/ sound. • Ask pupils which other words they know with this sound and write them on the board, e.g. <i>food</i>, <i>cool</i>. • Play the audio. Ask pupils which sound they can hear (/u:/). Play the audio again and pupils repeat. <p>AUDIO SCRIPT - CD3: 28</p> <p><i>oo, oo</i> <i>oo, oo, oo</i> <i>oo</i></p>	<ul style="list-style-type: none"> • Learn the words <i>moose</i> and <i>scooter</i> • Say which other words they know with this sound • Listen to the audio and say which sound they can hear; listen again and pupils repeat
	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Now play the audio. Pupils listen and repeat the words. <p>AUDIO SCRIPT – CD3:28</p> <p><i>oo</i> <i>moose</i> <i>blue</i> <i>blue boots</i> <i>A moose with blue boots.</i> <i>scooter</i> <i>on a scooter</i> <i>A moose with blue boots on a scooter.</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • As pupils listen, point to elements of the picture that are being named. Play the audio again and ask pupils to read along. <p>AUDIO SCRIPT – CD3: 28</p> <p><i>A moose with blue boots on a scooter.</i></p>	<ul style="list-style-type: none"> • Listen and repeat the words. • Listen to the audio again, look at the elements of the picture that are being named and read along.

<p>AB page 56 5 min</p>	<p><i>Find and colour.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Activity Books. • Ask pupils to read the words in the word bank and find them in the picture. They then colour them. • You could do this as a picture dictation in pairs. One pupil says, e.g. a <i>red scooter</i> and his/her partner colours the picture accordingly. <p><i>Listen and circle the odd one out.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Activity Books. • Play the audio. Pupils listen and decide which word contains a different sound than the others. Pause the audio before hearing the correct answer to give pupils a chance to answer. <p>Activity answer key: 1 moose 2 cow 3 horse 4 dog AUDIO SCRIPT – CD3: 29 <i>1 sock, doll, moose, box</i> <i>Moose!</i> <i>2 scooter, cow, shoe, two</i> <i>Cow!</i> <i>3 horse, bird, nurse, skirt</i> <i>Horse!</i> <i>4 boat, goat, nose, dog</i> <i>Dog!</i></p>	<ul style="list-style-type: none"> • Look at Activity 5 in their Activity Books. • Read the words in the word bank and find them in the picture. They then colour them. • Look at a picture dictation in pairs. One pupil says, e.g. a <i>red scooter</i> and his/her partner colours the picture accordingly. • Look at Activity 6 in their Activity Books. • Listen and decide which word contains a different sound than the others; answer when T pauses the audio before hearing the correct answer
<p>POP QUIZ</p>		
<p>5 min</p>	<p><i>Listen and point.</i></p> <ul style="list-style-type: none"> • Play the sound. Nominate a pupil to choose the correct word based on the sound. • Pair pupils, play the audio and have 	<ul style="list-style-type: none"> • Listen to the sound and choose the correct word based on the sound. • Work in pairs to choose the

	<p>them work together to choose the correct word. Pause at each word and ask pupils to raise their hands if they know the answer. Play the audio again to confirm the sound and have pupils repeat.</p> <ul style="list-style-type: none">• Move on to the next screen and repeat the steps. <p>Activity answer key:</p> <p>1 moose 2 blue 3 scooter 4 boots</p>	<p>correct word; raise their hands if they know the answer when T pauses at each word</p> <ul style="list-style-type: none">• Move on to the next screen and repeat the steps.
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UNIT 8: WEATHER - LESSON 5***Learning objectives***

- Can listen to and act out a story

Functional language

- Please help me with the bags. Quick! Come on, (Ola). Phew! Well done! Welcome to your picnic!

Receptive language

- Cave

Values

- Staying safe in different weathers

Resources and Materials

- Pupil's Book page 64
- Activity Book page 57
- Audio CD3 track 30, 31
- Flashcards, pictures, stickers
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Story</i> <ul style="list-style-type: none"> • Remind pupils of the story from Unit 7. Then look at the questions and nominate a pupil to read the first question, <i>Who do Rose and Charlie help?</i> Have the class raise their hands if they know the answer. (<i>The actor and actress.</i>) • Move through the other two questions, having different pupils come out to ask the question and the class to answer. Activity answer key: 1 The actor and actress. 2 They find the clothes. 3 The actor wants a hat.	<ul style="list-style-type: none"> • Remember the story from Unit 7. Then look at the questions and read the first question, then raise their hands if they know the answer • Move through the other two questions, different pupils come out to ask the question and the class to answer.

Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're reading and acting out a story.</i> • Remind pupils that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island. 	<ul style="list-style-type: none"> • Look at the lesson 5, listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective • Remember that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island
PRESENTATION		
STORY PB page 64, Act.10 7 min	<p><i>Listen to the story. Read.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Pupil's Books. • Direct pupils' attention to the story and ask questions about the characters and each scene: <i>Who's this? (Uncle Dan), What has he got? (a rucksack and a picnic basket), Where are Rose and Charlie now? (on the mountain)</i> • Ask pupils to predict what will happen in the story. • Play the audio and ask pupils to listen to the story as they follow along in their books. • Play the audio again. Check pupils' understanding of the story by asking questions and pointing to the pictures. Ask pupils to describe the weather conditions in frames 2, 3, 4 and 5. Help pupils understand that Rose and Charlie have won the Amazing Helper Award and they are having a picnic to celebrate. • After pupils have a clear 	<ul style="list-style-type: none"> • Look at Activity 10 in their Pupil's Books. • Pay attention to the story and answer the questions about the characters and each scene • Predict what will happen in the story. • Listen to the story as they follow along in their books. • Listen again; look at the pictures and answer the questions; then describe the weather conditions in frames 2, 3, 4 and 5 • Listen again and different groups of pupils read along the parts of Uncle Dan, Rose, Charlie, Ola and Charlie's mum.

	<p>understanding of the story, play the audio again and ask different groups of pupils to read along the parts of Uncle Dan, Rose, Charlie, Ola and Charlie's mum.</p> <p>AUDIO SCRIPT – CD 3: 30</p> <p>1</p> <p>Uncle Dan: Please help me with the bags.</p> <p>Rose: OK.</p> <p>2</p> <p>Charlie: Oh, no! It's rainy. I don't like rainy days.</p> <p>Ola: I've got an umbrella. Let's share.</p> <p>3</p> <p>Rose: Oh, no! Now it's snowy!</p> <p>Charlie: Quick! The cave!</p> <p>4</p> <p>Ola: Oooh! It's windy and cool.</p> <p>Rose: Come on, Charlie. Come on, Ola!</p> <p>5</p> <p>Rose: It's sunny now!</p> <p>Charlie: Phew!</p> <p>6</p> <p>Uncle Dan: Well done, Charlie and Rose. You've got the picnic food!</p> <p>Charlie's mum: Welcome to your picnic!</p>	
PRACTICE		
	<p>Yes or No?</p> <ul style="list-style-type: none"> Check pupils' understanding of the story. Show the first picture on screen. Read through the statement and ask <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. Repeat with the second picture 	<ul style="list-style-type: none"> See the first picture on screen, listen and answer the question. Repeat with the second picture
PB page 64, Act.11 5 min	<p>Act out the story.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 11 in 	<ul style="list-style-type: none"> Look at Activity 11 in their

	<p>their Pupil's Books.</p> <ul style="list-style-type: none"> • Invite five pupil volunteers to act out the roles of Rose, Charlie, Uncle Dan, Ola and Charlie's mum. Say the lines while the pupils act out the story and then ask pupils to repeat them after you. • Read the the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story. Encourage them to say the lines from memory, using prompts. • You might like to give pupils feedback on their roleplay. 	<p>Pupil's Books.</p> <ul style="list-style-type: none"> • Five pupil volunteers act out the roles of Rose, Charlie, Uncle Dan, Ola and Charlie's mum;listen the lines and repeat them • Listen to the the lines again and speak along; other groups of pupils come to the front to act out the story; try to say the lines from memory, using prompts. • Listen to T's feedback on their roleplay
<p>AB page 57 5 min</p>	<p><i>Listen and number. Then match.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Activity Books. • Ask pupils to look at the pictures at the top of the activity and identify the weather conditions in each. • Ask pupils to listen to the audio and number the pictures accordingly. • Ask pupils to match the pictures with the character who said the line in the story. • Ask pupils to check their answers by reading the story together in pairs. <p>Activity answer key:</p> <p>a 3 – Ola b 1 – Charlie c 4 – Rose d 2 – Rose</p> <p><i>Read and draw.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Activity Books. • Ask pupils to read the words in the speech bubbles. They then draw the corresponding weather 	<ul style="list-style-type: none"> • Look at Activity 7 in their Activity Books. • Look at the pictures at the top of the activity and identify the weather conditions in each. • Listen to the audio and number the pictures accordingly. • Match the pictures with the character who said the line in the story. • Check their answers by reading the story together in pairs. <ul style="list-style-type: none"> • Look at Activity 8 in their Activity Books. • Read the words in the speech bubbles. They then draw the corresponding weather in

	<p>in each frame accordingly.</p> <ul style="list-style-type: none"> Ask pupils to compare their pictures in pairs and say the weather. <p>AUDIO SCRIPT – CD3: 31</p> <p>1 <i>Oh, no! It's rainy. I don't like rainy days.</i></p> <p>2 <i>Oh, no! Now it's snowy!</i></p> <p>3 <i>Oooh! It's windy and cool!</i></p> <p>4 <i>It's sunny now!</i></p>	<p>each frame accordingly.</p> <ul style="list-style-type: none"> Compare their pictures in pairs and say the weather
POP QUIZ		
5 min	<ul style="list-style-type: none"> Pupils look at the story and remember as much as possible in two minutes. Then they close their books. Read the first speech bubble from one of the story frame. Ask one pupil to respond by saying the second speech bubble in that story frame from memory. Play the game in teams. Award points for correct answers 	<ul style="list-style-type: none"> Look at the story and remember as much as possible in two minutes. Then they close their books; listen to the first speech bubble from one of the story frame and respond by saying the second speech bubble in that story frame from memory. Play the game in teams. Award points for correct answers

UNIT 8: WEATHER - LESSON 6***Learning objectives***

- Can identify days of the week

Cross-curricular

- Social Science: days of the week

Target language

- Mondy, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Recycled language

- Weather

Resources and Materials

- Pupil's Book page 65
- Activity Book page 58
- Audio CD3 track 32, 33
- Flashcards, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the pictures and look at the cross and the first picture. Tell pupils that here a cross means '<i>I don't like</i>' and a tick means '<i>I like</i>'. Nominate a pupil to make the sentence (<i>I don't like sunny days</i>). • Pair pupils and have them make sentences as you click through the pictures. Pupils take turns to be the pupil making the sentence. • Go back to the first screen, and ask pairs to give you their sentences. To extend the activity, ask pupils to make more sentences about things they like or don't like. <p>Activity answer key: 1 I don't like sunny days. 2 I like windy days.</p>	<ul style="list-style-type: none"> • See the pictures and look at the cross and the first picture, make the sentence • Work in pairs to make sentences as T clicks through the pictures. Pupils take turns to be the pupil making the sentence. • Go back to the first screen, and work in pairs to give their sentences. To extend the activity, make more sentences about things they like or don't like.

	<p>3 I don't like cloudy days.</p> <p>4 I like snowy days.</p>	
<p>Learning adventure 2 min</p>	<ul style="list-style-type: none"> Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. Look at the lesson objective: <i>We're learning the days of the week.</i> Ask pupils what English words they know for days of the week, e.g. <i>Monday, Tuesday</i>. Write them on the board. Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i> 	<ul style="list-style-type: none"> Look at the lesson 6; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective Say what English words they know for days of the week Look at the poster and listen
PRESENTATION		
	<ul style="list-style-type: none"> Ask questions (in L1) about the day of the week. Ask, <i>how many days are there in a week?</i> Which are pupils favourite days? Bring as English calendar to class, if possible and point to the day as you say them. Ask pupils, <i>What day is it today? It's Monday.</i> Write the days of the week on the board. Point to each in turn and say the day. Pupils repeat. 	<ul style="list-style-type: none"> Listen and answer T's questions Look at the days of the week on the board, listen and repeat
PRACTICE		
<p>PB page 65, Act. 12 5 min</p>	<p>Listen.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 12 in their Pupil's Books. Play the audio of the days of the week again. Pupils listen and point to the days as they are said. Repeat a few times. Then call on several pupils to recite the days from 	<ul style="list-style-type: none"> Look at Activity 12 in their Pupil's Books. Listen to the audio of the days of the week again and point to the days as they are said. Several pupils recite the days from memory.

	<p>memory.</p> <p>AUDIO SCRIPT – CD 3: 32</p> <p><i>Monday</i></p> <p><i>Tuesday</i></p> <p><i>Wednesday</i></p> <p><i>Thursday</i></p> <p><i>Friday</i></p> <p><i>Saturday</i></p> <p><i>Sunday</i></p> <p><i>What day is it today?</i></p>	
	<ul style="list-style-type: none"> • Show the pictures on the board and look at the first word. Play the audio and nominate a pupil to match the audio to the word. • Pair pupils and have them work together to match the day with the audio. • Once all pairs have had a chance to work it out, ask individual pupils to come to the board to match the word with the audio. The class gives feedback on whether they think the pupil is correct or not. • Move on to the next pair until all words and audio have been matched. Review as a class any questions that pupils got wrong. 	<ul style="list-style-type: none"> • See the pictures on the board and look at the first word. Listen to the audio and match the audio to the word. • Work in pair and match the day with the audio. • Once all pairs have had a chance to work it out, individual pupils come to the board to match the word with the audio. The class gives feedback on whether they think the pupil is correct or not. • Move on to the next pair until all words and audio have been matched.
PB page 65, Act. 13 5 min	<p><i>Draw pictures of the weather.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Pupil's Books. • Ask pupils to draw pictures of different weather conditions from the unit on pieces of paper. 	<ul style="list-style-type: none"> • Look at Activity 13 in their Pupil's Books. • Draw pictures of different weather conditions from the unit on pieces of paper.
	<p><i>Make a weather chart. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 14 in their Pupil's Books. • Give each pupil a large sheet of paper. Pupils draw a grid with five 	<ul style="list-style-type: none"> • Look at Activity 14 in their Pupil's Books. • Draw a grid with five columns and two rows.

	<p>columns and two rows.</p> <ul style="list-style-type: none"> • Ask pupils to write the days of the week in the top row. They may wish to do this in pairs and check each other's spelling. • Ask, <i>What's the weather like?</i> Pupils answer, e.g. <i>It's sunny.</i> and find the sunny weather picture and stick it below the word (<i>Monday</i>) on the weather chart. • Give each pupil an envelope to store the remaining drawings of weather conditions. Explain that they will stick one of the pictures each day according to the weather. • You might like to give pupils feedback on their projects. 	<ul style="list-style-type: none"> • Write the days of the week in the top row. They may wish to do this in pairs and check each other's spelling. • Listen and answer the question, and find the sunny weather picture and stick it below the word (<i>Monday</i>) on the weather chart. • Each pupil stores the remaining drawings of weather conditions and stick one of the pictures each day according to the weather. • Listen to T's feedback on their projects.
<p>AB page 58 5 min</p>	<p><i>Look and write. Then listen and check.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 9 in their Activity Books. • Ask pupils to write the missing days in the calendar in the correct order. • Play the audio so pupils can check their answers. <p>Activity answer key: Tuesday, Wednesday, Thursday, Saturday</p> <p><i>Read. Then look and tick or cross.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Activity Books. • Ask pupils to look at the symbols in the weather chart and ask them to name the weather conditions they represent. • Pupils read the sentences below the weather chart and write a tick if the statement is true and a 	<ul style="list-style-type: none"> • Look at Activity 9 in their Activity Books. • Write the missing days in the calendar in the correct order. • Listen to the audio and check their answers. • Look at Activity 10 in their Activity Books. • Look at the symbols in the weather chart and ask them to name the weather conditions they represent. • Read the sentences below the weather chart and write a tick if the statement is true and a

	<p>cross if it isn't.</p> <p>Activity answer key:</p> <p>1 Tick 2 Cross 3 Cross 4 Cross 5 Tick 6 Tick</p> <p>AUDIO SCRIPT – CD3: 33</p> <p><i>Monday</i></p> <p><i>Tuesday</i></p> <p><i>Wednesday</i></p> <p><i>Thursday</i></p> <p><i>Friday</i></p> <p><i>Saturday</i></p> <p><i>Sunday</i></p>	<p>cross if it isn't.</p>
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils, <i>How many days of the week do you know now?</i> Give pupils a minute to tell their partner the new words they know. • Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> • Tell their partner the new words they know. • Say which words they find easiest or most difficult to remember.
	<ul style="list-style-type: none"> • Hand out Flashcards 57-62 to different pupils. Write the days of the weeks on the board. Say, e.g. It's Wednesday. It's sunny. The pupils with the corresponding flashcards sticks it below the correct day. 	<ul style="list-style-type: none"> • Stick the corresponding flashcards below the correct day

UNIT 8: WEATHER - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 8

Recycled language

- Weather
- It's (sunny).
- Do you like (sunny) days?
- I like/don't like (sunny) days.

Resources and Materials

- Pupil's Book page 66
- Activity Book page 59
- Audio CD3 track 34
- Stickers, flashcards, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the picture on the board and make the first sentences. Nominate a pupil to complete the sentence (<i>It's Monday. It's windy.</i>). • Put pupils into two teams and have them take turns to go to the screen to complete the sentence. If a team gets it wrong, the other team gets a go at completing the sentence. • At the end, go through the sentences together, spelling out the words. <p>Activity answer key:</p> <p>1 It's Monday. It's windy. 2 I like sunny days. 3 It's Wednesday. It's cool. 4 It's a cloudy day.</p>	<ul style="list-style-type: none"> • See the picture on the board and listen to the first sentences and complete the sentence • Work into two teams and take turns to go to the screen to complete the sentence. If a team gets it wrong, the other team gets a go at completing the sentence. • At the end, go through the sentences together, spelling out the words.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 7 and the lesson objective: <i>We're</i> 	<ul style="list-style-type: none"> • Look at the lesson 7 and the lesson objective

	<p><i>thinking about our learning adventure.</i></p> <ul style="list-style-type: none"> • Ask pupils if they can remember the things they have been learning in this unit, e.g. <i>How many weather words can you remember?</i> Put their ideas on the board. • For each example, ask pupils, <i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice. 	<ul style="list-style-type: none"> • Say the things they have been learning in this unit if they can remember • Listen and answer T's question
PRACTICE		
PB page 66, Act. 15 5 min	<p><i>Listen and stick. Then write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 15 in their Pupil's Books. • Ask pupils to point to the appropriate words in the word bank as you read the words aloud. • Ask pupils to look at the chart on the page and read the days of the week. • Ask pupils what the day is, e.g. <i>It's Thursday.</i> Ask them what the weather is like today, e.g. <i>It's sunny.</i> Say, <i>It's Thursday. It's sunny.</i> • Ask pupils to find the stickers at the back of the book. • Point to each one and ask, Is it (<i>sunny</i>)? Pupils answer, Yes, it's (<i>sunny</i>)., or No, it's (<i>rainy</i>). • Play the audio. Ask pupils to listen and point to the stickers. • Play the audio again and pupils stick the stickers in place. • Ask pupils to choose words from 	<ul style="list-style-type: none"> • Look at Activity 15 in their Pupil's Books. • Point to the appropriate words in the word bank as you read the words aloud. • Look at the chart on the page and read the days of the week. • Say what the day is and what the weather is like today • Find the stickers at the back of the book. • Look at each one, answer the question • Listen to the audio and point to the stickers. • Listen again and stick the stickers in place. • Choose words from the word bank to write

	<p>the word bank to write under each photo.</p> <ul style="list-style-type: none"> Ask pupils to check answers in pairs. One pupil says, e.g. It's (<i>Monday</i>). His/her partner says what the weather is like on that day, e.g. It's (<i>sunny</i>). Ask pupils to stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully. <p>Activity answer key:</p> <p>1 sunny 2 cloudy 3 rainy 4 windy 5 snowy</p> <p>AUDIO SCRIPT – CD3: 34</p> <p><i>1 It's Monday. It's sunny.</i> <i>2 It's Tuesday. It's cloudy.</i> <i>3 It's Wednesday. It's rainy.</i> <i>4 It's Thursday. It's windy.</i> <i>5 It's Friday. It's snowy.</i></p>	<p>under each photo.</p> <ul style="list-style-type: none"> Check answers in pairs. One pupil says, e.g. It's (<i>Monday</i>). His/her partner says what the weather is like on that day, e.g. It's (<i>sunny</i>). Stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully.
<p>PB page 66, Act. 16 5 min</p>	<p><i>Draw yourself on your favourite day.</i> <i>Then write.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 16 in their Pupil's Books. Ask pupils what their favourite weather is and what activities they like to do on, e.g. sunny days. Use L1, if necessary. Ask pupils to draw a picture of themselves in the frame in their favourite weather. Ask pupils to complete the sentences by listing the weather they like and don't like. Invite pupils to the board to share their artwork with the class and read their sentences aloud. Ask pupils to stick the star sticker 	<ul style="list-style-type: none"> Look at Activity 16 in their Pupil's Books. Say what their favourite weather is and what activities they like to do on, e.g. sunny days Draw a picture of themselves in the frame in their favourite weather. Complete the sentences by listing the weather they like and don't like. Go the board to share their artwork with the class and read their sentences aloud.

	<p>in place if they feel they have done this successfully.</p> <p>Now say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 17 in their Pupil's Books. • Ask pupils to read the speech bubbles at the bottom of the page. • Ask pupils to work in pairs, asking similar questions about the weather. They could look at the pictures in Activity 15 to help them if necessary. • Ask pupils to stick the star sticker in place if they feel they have learnt the unit structures successfully. 	<ul style="list-style-type: none"> • Stick the star sticker in place if they feel they have done this successfully. • Look at Activity 17 in their Pupil's Books. • Read the speech bubbles at the bottom of the page. • Work in pairs, asking similar questions about the weather. They could look at the pictures in Activity 15 to help them if necessary. • Stick the star sticker in place if they feel they have learnt the unit structures successfully.
<p>AB page 59 5 min</p>	<p><i>Read. Then find and write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Activity Books. • Ask pupils to read the sentences and decide which picture it best describes. • Ask pupils to choose a weather word from the word bank to complete the sentence. <p>Activity answer key: 1 She's got a bike. It's sunny. 2 I'm wearing a jumper. It's cloudy. 3 He's in the garden. It's windy. 4 I'm wearing my big boots! It's snowy</p> <p><i>Look and write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Activity Books. 	<ul style="list-style-type: none"> • Look at Activity 11 in their Activity Books. • Read the sentences and decide which picture it best describes. • Choose a weather word from the word bank to complete the sentence. • Look at Activity 12 in their Activity Books.

	<ul style="list-style-type: none"> • Ask pupils to look at the pictures and read the speech bubbles. • Ask pupils to unscramble the words and complete the sentences with the correctly spelt words. • Ask pupils to read the three sentences in the Look! box to remind themselves of the key unit language. <p>Activity answer key: windy, rainy</p>	<ul style="list-style-type: none"> • Look at the pictures and read the speech bubbles. • Unscramble the words and complete the sentences with the correctly spelt words. • Read the three sentences in the Look! box to remind themselves of the key unit language.
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils, <i>Where are you on your learning adventure?</i> Pupils indicate where they think they are on the learning adventure poster. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> •
	<p><i>Say the Unit 8 words.</i></p> <ul style="list-style-type: none"> • Tell pupils that we are reviewing the words that have been learnt in the unit. • Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words. • Repeat with the next screen. If the pupils are capable, extend the activity to days of the week. Start off by saying <i>Monday</i>, and elicit from different pupils <i>Tuesday</i>, <i>Wednesday</i>, etc. 	<ul style="list-style-type: none"> • Review the words that have been learnt in the unit. • Work into pairs and have them look at the pictures and say the words. • Look at the next screen again and listen

UNIT 8: WEATHER - LESSON 8***Learning objectives***

- Can use what I have learnt in Unit 8

Target language

- Weather, clothes, food, animals, Part of the face, Parts of the body, Body movements, Family, Toys

Resources and Materials

- Pupil's Book page 67
- Activity Book page 61
- Audio CD3 track 35,36
- Stickers, flashcards, pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Put pupils into two teams to name words about weather. One team points at a word, and asks the other team to say the word. Confirm the answer by clicking on the word. • Teams get a point for each word correctly identified. For a bonus point, teams can use the word to make a sentence, such as <i>I like apples.</i> or <i>It's a cow.</i> 	<ul style="list-style-type: none"> • Work into two teams to name words about weather. One team points at a word, and asks the other team to say the word. Confirm the answer by clicking on the word. • Teams get a point for each word correctly identified. For a bonus point, teams can use the word to make a sentence
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 8 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're playing a game.</i> 	<ul style="list-style-type: none"> • Look at the lesson 8, listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective
PRACTICE		

<p>GAME PB page 67, Act. 18 5 min</p>	<p>Play the game.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 18 in their Pupil's Books. • Ask pupils to put a marker pen or their finger on START. • Play the audio. Pupils listen and follow the pictures. They can move one square at a time, either left, right, up or down. Pupils will be directed towards one of the presents at the bottom of the page. When they hear STOP, they say which number is below the last image they are currently on, e.g. if they land on the sun, they say, <i>Number 1</i>. • Play the audio again to give pupils an idea of the language they'll need to play the game. • Ask pupils to play the game in pairs or small groups. One pupil is chosen to be the speaker and creates a path for the other pupils to follow. <p>AUDIO SCRIPT – CD3: 35</p> <p><i>Start</i> <i>a cow, a banana, a hat, a train, pyjamas, feet, a duck, a boat, snowy</i> <i>STOP! What number is it?</i> <i>It's number four.</i></p> <p><i>Start</i> <i>hands, a train, pyjamas, a granny, ears, sunny</i> <i>STOP! What number is it?</i> <i>It's number one.</i></p>	<ul style="list-style-type: none"> • Look at Activity 18 in their Pupil's Books. • Put a marker pen or their finger on START. • Listen and follow the pictures. They can move one square at a time, either left, right, up or down. Pupils will be directed towards one of the presents at the bottom of the page. When they hear STOP, they say which number is below the last image they are currently on, e.g. if they land on the sun, they say, <i>Number 1</i>. • Listen again to take an idea of the language they'll need to play the game. • Listen to T's instruction and play the game in pairs or small groups
<p>PB page 67, Act. 19 5 min</p>	<p>Listen and act.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 19 in their Pupil's Books. 	<ul style="list-style-type: none"> • Look at Activity 19 in their Pupil's Books.

	<ul style="list-style-type: none"> • Revise parts of the body and face. Say, <i>Touch your (arms). Touch your (eyes).</i> • Ask pupils to continue in pairs for a few rounds. • Play the audio. Pupils do the actions as instructed. <p>AUDIO SCRIPT – CD3: 36</p> <p><i>Stand up.</i></p> <p><i>Touch your eyes.</i></p> <p><i>Point to something blue.</i></p> <p><i>Jump.</i></p> <p><i>Turn around.</i></p> <p><i>Touch your ears.</i></p> <p><i>Dance.</i></p> <p><i>Move your arms.</i></p> <p><i>Point to something red.</i></p> <p><i>Shake your body.</i></p> <p><i>Sit down.</i></p>	<ul style="list-style-type: none"> • Revise parts of the body and face • Continue in pairs for a few rounds. • Do the actions as instructed.
Consolidation and extension worksheet 8	<ul style="list-style-type: none"> • Ask pupils to complete the consolidation and extension activities on Worksheet 8 page 154 	<ul style="list-style-type: none"> • Complete the consolidation and extension activities on Worksheet 8 page 154
AB page 61 5 min	<ul style="list-style-type: none"> • Ask pupils to colour the body part pictures in the Picture dictionary. • Ask pupils to play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture. • Stronger pupils may wish to cover the written words below each picture. 	<ul style="list-style-type: none"> • Colour the body part pictures in the Picture dictionary. • Play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture. • Stronger pupils may wish to cover the written words below each picture.

POP QUIZ		
5 min	<ul style="list-style-type: none"> • Ask pupils if they are ready to move onto the next unit. Tell pupils that it is fine if they do not remember everything as they will continue to practise throughout the level. • Encourage pupils to ask if they've got any questions about what they learnt in the unit. • Tell pupils, <i>Well done!</i> to reinforce the progress they are making. 	<ul style="list-style-type: none"> • Move onto the next unit if they are ready, practise throughout the level. • Try to ask if they've got any questions about what they learnt in the unit.
<i>What I Know</i>	<ul style="list-style-type: none"> • Tell pupils that for homework they will check and review what they learnt in the unit. <p><i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <p><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</p> <ul style="list-style-type: none"> • Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box. 	<ul style="list-style-type: none"> • Do the homework; check and review what they learnt in the unit. • Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box. • Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer. • Review the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time