

# 2 It's snowing

## Lesson 1

**Lesson aims:** to learn vocabulary associated with the weather.

**Target language:** *cloudy, cold, hot, raining, snowing, sunny; It's (raining).*

**Revision:** the alphabet, colours, numbers 1–20.

**Receptive language:** *Is it hot here? It isn't hot. What's the weather like?*

**Materials:** CD 1, slips of paper with a letter, name of a colour, a number 1–20. A sheet of paper for each pupil.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Give each pupil a slip of paper with a letter, colour or number written on it and have each pupil read it. Explain that when you call out *Alphabet!*, all the pupils that have a letter have to stand up and say it. The same will happen when you say a number or colour.

### Presentation

- On the board write the sentences (one below another): *It's cloudy/cold/hot/raining/snowing/sunny*. Read the sentences and have pupils repeat them. Ask volunteers to draw the weather phenomena next to the words they know.
- Draw similar pictures next to the other words. Then point to the pictures and ask: *What's the weather like?* Pupils: *It's (sunny).*

### Pupil's Book, page 12

#### 1 Listen and point.

- Have pupils look at Pupil's Book, page 12, Exercise 1. Ask if they know the characters (Anna, Sven and Kristoff from *Frozen*: see page A30). T: *Is it hot here?* Pupils: *No, it's cold.* T: *What's the weather like?* Pupils: *It's snowing.*
- Tell pupils to point to the characters they hear. Play track 1.28.

Who's this? It's Anna and her friends, Kristoff and Sven. **1.28**  
What's the weather like? Is it hot? No, it isn't hot. It's very cold. Brrr!

- Play the track again, this time with pauses. Pupils repeat the text and point to the characters, miming *cold*, *hot* and *brrr*.

#### 2 Listen and repeat. Then look and say Yes or No.

- Pupils look at each picture. T: *Point to (cold).* Monitor pupils' work.
- Explain that pupils have to repeat the words they hear. Play the first part of track 1.29.

Part 1: hot, cold, sunny, cloudy, snowing, raining. **1.29**  
Part 2: It's hot. It's cold. It's sunny. It's cloudy. It's snowing. It's raining.

- Play the second part of the track, pausing for pupils to repeat. Point to a picture and ask: *What's the weather like?* Pupils: *It's (hot).*
- Ask pupils to look at the picture in Exercise 1. Say the sentences from the recording, e.g. *It's hot*, and have pupils answer *Yes* or *No*.

#### 3 Listen and say.

- Ask pupils to look at the picture in Exercise 1, listen to the recording and finish the sentences.
- Play track 1.30 and have pupils answer in the pauses.

Who's this? It's Anna and her friends, Kristoff and Sven. **1.30**  
What's the weather like? Is it hot? No, it isn't (...) hot. It's very (...) cold. Brrr!

- Follow-up (optional): On the board write: *It's cold and it's snowing*. Ask pupils to write similar sentences in their notebooks, then read them to the class.

### TPR

Give pupils a sheet of paper each. Have them draw a weather phenomenon from this lesson. Next, have pupils sit in a circle. Explain that as you say weather words, they have to give their drawing to the person next to them. They stop when you say a word loudly. The pupils with that word go to their desks. T: *Cloudy, hot, cold, raining, SNOWING!* Keep drawings for the Ending the lesson activity.

### Activity Book, page 10

#### 1 Read and match.

- Pupils match the icons to the words by drawing lines. Point to the pictures and have volunteers read out the answers.

#### 2 Find and circle. Then write.

- Pupils look for weather-related words in the grid, then write them next to the correct icons. Have them check answers with their partners.
- **Answers:** 2 *It's sunny*. 3 *It's cloudy*. 4 *It's windy*. 5 *It's snowing*. 6 *It's raining*. 7 *It's hot*. 8 *It's cold*.

### Ending the lesson

- Give pupils drawings from TPR activity and ask them to describe the weather in sentences: *It's (sunny).*
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 72

#### 1 Look and write.

- Pupils work out what the sentences are by breaking the code. Have them complete the activity and show you their answers.
- **Answers:** *It's snowing. It's sunny. It's raining. It's cloudy. It's hot.*

UNIT  
**2** **It's snowing**

1 Listen and point. **CD 1.28**

2 Listen and repeat. Then look and say Yes or No. **CD 1.29**

hot cold sunny cloudy snowing raining

3 Listen and say. **CD 1.30**

It's cold. It's snowing.

Lesson 1: cloudy, cold, hot, raining, snowing, sunny. It's (raining).

## Lesson 2

**Lesson aims:** to revise and extend weather vocabulary. To learn a song.

**Target language:** *stormy, windy; What's the weather like?*

**Revision:** clothes; weather. *It's/It isn't (cold).*

**Receptive language:** *I'm wearing my (jacket).*

**Materials:** CD 1, Level 1 and Level 2 flashcards with clothes and types of weather.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Play the "Guess and take it!" game with the flashcards (see: Resource Bank, page A21).

### Presentation

- Put clothes flashcards on the board, if you have them, or draw the items of clothing on the board. Ask pupils if they know the names of these clothes. Point to any item pupils remember. Then quickly go through all the clothes by saying the names and having pupils repeat.
- Point to an item and say. T: *It's hot. I'm wearing my...* Pupils: *Sun hat.*
- On the board write: *What's the weather like?* Read the question and have pupils repeat it. Place weather flashcards on the board. Point to *stormy* and *windy*, say the words and have pupils repeat after you. Ask a volunteer to come to the board and have a classmate ask him or her: *What's the weather like?* The volunteer points to a weather flashcard and answers: *It's (sunny).* Continue with other pupils.

### Pupil's Book, page 13

#### 4 Listen and say the number. What's missing? Then read and say.

- Direct pupils to Pupil's Book, page 13, Exercise 4. Ask them to describe what they can see.
- Then read the texts a–f and ask pupils where they think each one may go.
- Explain to pupils that they will listen to the CD and say the number of the picture which is being described.
- Play track 1.31. Pause at each part for pupils to find the right picture.

A: What's the weather like?

B: It's snowing. It isn't hot. It's cold. Brr! I'm wearing my hat and scarf.

A: What's the weather like?

B: It's windy. I've got a kite.

A: What's the weather like?

B: It's stormy. I'm wearing my jacket.

A: What's the weather like?

B: It's hot and sunny. I'm wearing my sun hat, a T-shirt and shorts.

A: What's the weather like?

B: It isn't sunny. It's raining. I'm wearing my raincoat and wellies.

- Explain that one text is missing in the recording. Ask: *Which one is missing?* Pupils: *It's cloudy.*
- Place pupils in pairs and have them match the texts to the pictures. Pupil 1: *It's hot and sunny.* Pupil 2: *Picture number 6.* As optional follow-up, have pupils write the answers in their notebooks. Check answers.

#### 5 Listen and sing.

- Have pupils read the song and ask them to tell you what weather and clothes are mentioned in it.
- Tell pupils that they will listen to the song and ask them to stomp when they hear an item of clothing and clap their hands when they hear a type of weather.
- Play track 1.32.
- Replay the track and encourage all pupils to sing along.
- Once the pupils have learnt the song, ask them to sing along to the karaoke version (track 1.33).

#### TPR

Give pupils a sheet of paper each and ask them to draw a type of weather of their choice. Next, explain that you will say a clothing item and if they can wear it in the type of weather they have drawn, they have to jump up and say what they have drawn. T: *What's the weather like?* I'm wearing my wellies. Pupils: *It's raining. It's snowing.* Have pupils swap pictures and repeat the activity.

### Activity Book, page 11

#### 3 Look and write.

- Have a volunteer read out the sentences. Explain to pupils that they have to match the pictures to the sentences. Check answers by having volunteers call them out.
- Answers:** 1 *It's sunny.* 2 *It's hot.* 3 *It's raining.* 4 *It's windy.* 5 *It's snowing.* 6 *It's cold.* 7 *It's stormy.* 8 *It's cloudy.*

#### 4 Look, write and match.

- Explain to pupils that they have to write the words for the clothes items in the gaps and then match the completed sentences with those on the right to make pairs.
- Pupils complete the activity and check answers with their partners.
- Answers:** 1 – d; *raincoat*, 2 – a; *scarf*, 3 – c; *sun hat*, 4 – b; *T-shirt*.

### Ending the lesson

- Give pupils a sheet of paper each. Explain that you will say two sentences which they have to draw. T: *It's sunny. I'm wearing a sun hat. I'm happy.* Repeat as many times as necessary for pupils to draw. T: *It's stormy. I'm scared.* Again, repeat as many times as necessary.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw their favourite Disney character in the rain, sun or snow wearing appropriate clothes. Place work on classroom display.

**4 Listen and say the number. What's missing? Then read and say.** CD 1.31 5, 2, 1, 6, 3. Missing: 7. *It's cloudy.*

**1** **2** **3** **4** **5** **6**

**a** It's hot and sunny. **6** **b** It's snowing. It's cold. **5** **c** It's stormy. **1**

**d** It's cloudy. **4** **e** It's windy. **2** **f** It's raining. **3**

**5 Listen and sing.** CD 1.32 KARAOKE CD 1.33

It's cloudy, it's snowing, it's cold!  
Where's my sweater?  
It's windy, it's sunny, it's hot!  
Where's my sun hat?  
It's raining, it's stormy, it's wet!  
Where's my raincoat?

**Lesson 2:** stormy, windy. Clothes: Weather. *It's / It isn't (cold).* What's the weather like?

## Lesson 3

**Lesson aims:** to consolidate vocabulary from lessons 1–2. To introduce the four seasons.

**Target language:** *autumn, spring, summer, winter.*

**Revision:** weather. *flowers, ice cream, fruit; It is / It isn't (snowing). I like (spring).*

**Receptive language:** *season; What's the weather like in (spring)? What season is number (1)? What's your favourite season? Is it (cold/summer)? Where's (ice cream)?*

**Materials:** CD 1, self-made pictures of the four seasons (e.g. magazine cut-outs).

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher! Say the Hello! chant together.*
- On the board write the following sentences: *It's sunny. I'm wearing my wellies. It's stormy. I'm wearing my raincoat. It's snowing. I'm wearing my T-shirt. It's windy. I'm wearing my jacket.*
- Read the sentences and ask pupils to correct the false ones.

### Presentation

- On the board write *Seasons*, beneath place pictures of the four seasons and write their names. Read through the season words and have pupils repeat after you.
- T: *What's the weather like in (spring)?* Pupils: *It's (sunny).* Write their responses and other words associated with the seasons under the pictures. Introduce the word *snowman*.
- Then ask what type of clothes they wear in summer, spring and so forth.

### Pupil's Book, page 14

#### 6 Listen, read and say the number.

- Direct pupils to page 14, Exercise 6. T: *What season is number 1?* Pupils: *It's spring.* Continue with all the items.
- Ask pupils what the weather is like in each picture.
- Explain that they will hear a picture being described and they have to tell you which number it is.
- Play track 1.34. Encourage pupils to point to the picture as they listen and say the answer.

It's hot and sunny. It's summer.

It's cold. It's winter.

Look at the colours: red, yellow, orange. It's autumn.

Look at the pretty flowers. It's spring.

1.34

- Replay track 1.34. Then ask pupils what they remember from the listening. Write answers on the board.
- Have pupils describe one picture to their partner.

#### 7 Listen, point and say. Then write in your notebook.

- Point to the children's drawings in Exercise 7 and ask pupils: *Is it (cold)? What's the weather like? Is it (summer)? Where's (ice cream)?*
- Explain that pupils have to listen to the recording, point to the picture the children are talking about and say the name of the season.
- Play track 1.35.

1 A: What's your favourite season, Sarah?

B: It's spring. I like spring flowers.

2 A: What's your favourite season, Ben?

B: It's autumn. I like autumn fruit and I like the colours of the trees.

3 A: James, what's your favourite season?

B: I like winter. I like snow! Look at my snowman!

4 A: How about you Molly? What's your favourite season?

B: I like summer. I like hot weather, and I like ice cream!

1.35

- Ask pupils to look at the pictures and write in their notebooks: *I like (hot weather) and I like (ice cream), etc.* Have pupils read their sentences to the class.

### TPR

Have pupils sit in a circle. Assign each one a different season. Explain that when you say a season, the pupils with that season have to stand up and say a word associated with it. T: *Summer.* All pupils who are summer stand up. Pupils: *Ice cream, hot, sun hat, T-shirt.* Pupils who associate a wrong item with their season, go back to their desks.

### Activity Book, page 12

#### 5 Look and write.

- Ask pupils to tell you what season they think each picture represents.
- Ask a volunteer pupil to read the sentences. Explain that pupils have to write the season under the correct image.
- Have pupils check their answers with their partners.
- **Answers:** 1 *It's spring.* 2 *It's summer.* 3 *It's autumn.* 4 *It's winter.*

#### 6 Draw and write.

- Have a volunteer read the two sentences. Explain that pupils have to draw their favourite season and then write a sentence about it. Have pupils show their work to the class.

### Ending the lesson

- Tell pupils you are going to write a silly sentence on the board: *It's summer. It's snowing and it's windy.* T: *Is this correct?* Pupils: *No! It's hot and sunny in summer.*
- Have pupils write a silly sentence about a season to read to their class for other pupils to correct.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity, Activity Book, page 72

#### 2 Find and write. Then draw.

- Explain to pupils they have to get through the maze and pick up letters to write a sentence on the way. When they find the words, they have to write them and then draw a picture of the season.
- **Answer:** *It's summer.*

**6 Listen, read and say the number.** CD 1.34 2, 4, 3, 1

1  It's spring.

2  It's summer.

3  It's autumn.

4  It's winter.

**7 Listen, point and say. Then write in your notebook.** CD 1.35

1  Sarah

2  Ben

3  James

4  Molly

1 - I like spring flowers.

2 - I like hot weather, and I like ice cream!

3 - I like snow!

4 - I like autumn fruit, and I like the colours of the trees.



## Lesson 4

**Lesson aims:** to consolidate weather and seasons vocabulary. To practise phonics (/aʊ/ and /əʊ/).

**Target language:** *snowman*.

**Revision:** seasons, weather. *snowman, boat, cloud, mouse*; *What's the weather like? It's / It isn't (snowing).*

**Receptive language:** *Who's this? Is it (sunny)?*

**Materials:** CD 1, a sheet of paper for each pupil. Self-made pictures of the seasons.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Give each pupil a sheet of paper. Explain that you will say a season and they have to draw an item associated with it. Check answers before moving on to the next season.

### Revision

- Place pictures of the seasons on the board. Under *winter* write: *It isn't hot. It's cold. It's (snowing).*
- Read the sentences and then point to *summer*. Explain to pupils that they have to finish your sentences. T: *It isn't...* Pupils: *Cold.* T: *It's...* Pupils: *Hot and sunny.* Continue for all pictures.

### Pupil's Book, page 15

#### 8 Listen and say 1 or 2.

- Direct pupils to Pupil's Book, page 15, Exercise 8. T: *Who's this?* (Olaf from *Frozen*: see page A30). *What's the weather like?*
- Explain that they have to listen and choose the correct picture.
- Play track 1.36 with pauses after each answer for pupils to point to a picture. Stop the recording before the last question and ask pupils which picture it is: 1 or 2.

A: What's the weather like in the picture? Is it cloudy?

B: No, it isn't cloudy.

A: Is it windy?

B: No, it isn't windy.

A: Is it snowing?

B: No, it isn't snowing.

A: Is it winter?

B: No, it isn't winter.

A: Is it hot and sunny?

B: Yes, it's hot and sunny.

A: Is it picture 1? (...)

B: Yes, it's picture 1.

1.36

- Point to pictures 1 or 2, ask pupils these questions: *Is it cloudy? Is it windy? Is it raining? Is it winter?* and have them answer *Yes* or *No*.
- Place pupils in pairs and ask them to describe pictures in turns. Pupil 1: *It's (snowing).* Pupil 2: *Picture number 2.*

#### 9 Tongue twister! Listen and repeat.

- On the board write *mouse, cloud, snowman, boat*. Say each word, pointing to *ou, ow, oa* and have pupils repeat. Ask them what they notice about each word (the *ow* in *snowman* is the same as the *oa* in *boat*).
- Remind pupils, in L1, then point to Exercise 9 and ask pupils what they can see in the pictures.
- Read the tongue twister. As you are reading, have the class point to the words in the text.
- Play track 1.37. Ask pupils to listen to the tongue twister and repeat it. Ask pupils how each word is pronounced.
- Replay the track as many times as necessary until pupils are confident to say the text without the recording.
- Place pupils in two groups. Have each group repeat the tongue twister as many times and as quickly as possible. Set a time limit. The group that says it correct most times, wins.

#### TPR

Have pupils sit in a circle. Explain that you will say two words. If the words have the same sound, they have to repeat the second word a few times, each time getting quieter. If the words don't have the same sound, they mustn't say anything. Use the following sets of words: *cat – happy, goat – boat, happy – mouse, Pam – sad, cloud – Pam, angry – bad, boat – bad, mouse – cloud, house – mouse, mouse – snowman, snowman – boat, boat – mouse*. Pupils who repeat the words that don't sound alike, go to their desks.

### Activity Book, page 13

#### 7 What's the weather like? Look and write.

- Have pupils look at the pictures and tell you what the weather is like in each one. Ask what season it could be.
- Explain that pupils have to unjumble each anagram and write it in the sentence.
- Check answers by asking volunteers to read them out.
- **Answers:** 1 *It's sunny.* 2 *It's snowing.* 3 *It's raining.* 4 *It's stormy.*

#### 8 Look at Exercise 7 and write.

- Have pupils look at questions 1–4 and ask a volunteer to read them.
- Explain to pupils that they will have to complete the sentences by looking at Exercise 7.
- Check by asking pupils for the answer and writing it on the board.
- **Answers:** 2 *No, it isn't raining. It's snowing.* 3 *No, it isn't sunny. It's raining.* 4 *No, it isn't snowing. It's stormy.*

### Ending the lesson

- Ask pupils to draw a picture of themselves in their favourite season and write two sentences about it. Pupils present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

#### Extra activity

Pupils write three sentences about their favourite season, its weather and clothes.

UNIT  
**2**


**8 Listen and say 1 or 2.**
CD 1.36

**1**



It isn't cloudy.  
It's hot and sunny.



**2**



It isn't hot.  
It's snowing.

**9 Tongue twister! Listen and repeat.**
CD 1.37

There's a **m**ouse on a **c**loud.  
There's a **s**nowman in a **b**oat.

Lesson 4: Phonics: /aʊ/ vs. /əʊ/. What's the weather like? Seasons. Weather. It's / It isn't (snowing).
**15**

## Lesson 5

**Lesson aims:** to revise the language from lessons 1–4. To listen to a story.

**Target language:** *wet.*

**Revision:** clothes; seasons; weather. *garden; It's / It isn't (snowing). There's my hat! I like / I don't like (stormy weather). I've got my hat.*

**Receptive language:** *What's the weather like? Does Goofy like stormy weather? Why is Goofy happy? Is it (stormy)? What does Goofy find?*

**Materials:** CD 1, colour pencils and markers. A sheet of paper for each pupil. Optional: story cards..

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Direct pupils to the story on page 8. Ask what they remember about it and who the main characters are.

### Pupil's Book, page 16

#### 10 Listen and answer.

- Work on the story, following the instructions on page A16.
- If possible, invite pupils to sit in a circle rather than at their desks. If you have story cards, use them during the lesson.
- T: *Today, it's story time!* Ask pupils to open their Pupil's Books to page 16. Hold up your book and point to the characters from the story. T: *Look! This is Goofy. This is Mickey.*
- Have pupils tell you what they see in the pictures. Ask: *What's the weather like in picture 1? Pupils: It's sunny. T: Is it sunny in picture 3? Pupils: No, it isn't sunny. It's cloudy. T: What's the weather like in picture 4? Pupils: It's stormy.* Introduce the word *wet*.
- Encourage pupils to guess what may happen in the story without confirming or rejecting any of their ideas. (Goofy is sleeping in the sun when a storm breaks out. The wind sweeps his hat away. He finds it but gets wet.)
- Tell pupils they will hear a story. Explain they have to listen carefully and answer the question: *Does Goofy like stormy weather?*
- Play track 1.38. Use the story cards or point to the frames in your own book to show pupils which frame is being read. Pupils can also follow the story in their books. **Note:** The recording is available with the voices of the original Disney characters (track 1.38) and with special EFL voice-overs (track 1.39).
- Repeat the question: *Does Goofy like stormy weather?* Pupils: *No, he doesn't like stormy weather.* Ensure pupils have understood the story by asking them to briefly summarise it in L1.
- Replay track 1.38 stopping at each frame to ask the following questions: Picture 1: *Is Goofy sad? (No, he's happy. It's hot.)* Picture 2: *What's the weather like now? (It's sunny and windy.)* Picture 3: *Is Goofy scared? (No. He's worried.)* Picture 4: *Does Goofy like stormy weather? (No.)* Picture 5: *Is Goofy tired? (No, he's happy.)* Picture 6: *What has Goofy got? (He's got his hat.)*
- Replay track 1.38 pausing at each individual sentence. Encourage pupils to repeat the sentences together.

#### 10 Now act the story out.

- Divide class into six groups. Assign each group a picture and have them read the text aloud, in unison.
- Place pupils in groups of four. Assign the roles of Mickey, Goofy, the narrator and the storm. Explain that the role of the storm is sound effects the pupil has to produce. Encourage them to act out the story with words and gestures. Monitor pupils and help if necessary. Invite volunteers to present the story to the class.

### Activity Book, page 14

#### 9 Listen and number.

- Ask pupils to look at each picture. T: (*pointing*) *What's the weather like in this picture?* Pupils: *It's windy.*
- Explain that pupils have to number the pictures described. Play track 1.40.

- 1 A: What's the weather like? Is it sunny?  
B: No, it's raining.
- 2 A: What's the weather like? Is it snowing?  
B: No, it's windy.
- 3 A: What's the weather like? Is it hot and sunny?  
B: Yes, it's hot and sunny.
- 4 A: What's the weather like? Is it cloudy?  
B: Yes, it's cloudy. And it's stormy.

1.40

- Replay track 1.40 and ask pupils to call out the answers.
- **Answers:** a 2, b 3, c 4, d 1.

#### 10 Follow and write.

- Ask pupils to identify the items of clothing. Explain that they have to follow the lines from the clothes to the character and then complete the sentences with words from the word pool.
- Check answers by asking pupils to read out the sentences.
- **Answers:** Goofy – *hat, cold;* Mickey – *wellies, raining;* Minnie – *sunglasses, sunny.*

### Ending the lesson

- Have a volunteer come to the front of the class. Ask them to choose a scene from the story and to mime it. The first pupil to guess correctly the number of the frame from the story comes to the front of the class. Repeat the activity with the story from the previous unit.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to draw two pictures of weather they like and dislike. Have them write sentences using *I like* and *I don't like*.



#### 11 Now act the story out.

## Lesson 6

**Lesson aims:** to consolidate vocabulary from previous lessons. To play a game with cut-out cards.

**Revision:** clothes; seasons; weather. *It's / It isn't (snowing). What's the weather like?*

**Receptive language:** *What season is it? Is it (hot)?*

**Materials:** CD 1, flashcards with clothes, a soft toy ball. A sheet of paper for each pupil.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Place the clothes flashcards on the board. Explain that you will point to an item and pupils have to tell you what season it can be worn in. T: points to a (T-shirt). Pupils: *Summer.*
- Then reverse the game by saying a season and having pupils come to the board and point to clothes that can be worn then.

## Revision

- Explain that you are going to play silly sentences. You will say a sentence and pupils have to correct you. T: *It's summer. It's snowing.* Pupils: *It's summer. It's hot.* Continue for all seasons.
- Place pupils in pairs and have them play silly sentences with their partners.

## Pupil's Book, page 17

## 12 Read and say Yes or No. In your notebook, correct the sentences that are wrong.

- Have pupils look at the pictures. T: *What's the weather like in 1?* Pupils: *It's snowing.* T: *What season is it?* Pupils: *It's winter.* Continue for all the items.
- Ask a pupil to read the sentence under picture 1. T: *Is it hot and sunny?* Pupils: *No, it isn't sunny. It's snowing.* Continue for all the items.
- Explain that pupils have to correct the wrong sentences. Ask them to write correct versions in their notebooks.
- Have pupils complete the activity and check answers as a class by having pupils call out the answers. Write answers on the board.

UNIT  
**2**

**12 Read and say Yes or No. In your notebook, correct the sentences that are wrong.**

**1** *No. It's winter. It's snowing.*



It's summer. It's hot and sunny.  
*No. It's summer. It's hot and sunny.*

**2** *Yes*



It's windy. It isn't spring.  
It's autumn.

**3** *She's wearing a hat and a dress.*



It's winter. It's snowing.  
She's wearing a hat and a scarf.

**4** *Yes*



It isn't sunny. It's raining.  
He's wearing a raincoat.

**13 Cut out (page 75). Then listen and play.**

Snap!  
It's raining!



**Lesson 6 Skills:** Clothes. Seasons. Weather. *It's / It isn't (snowing). What's the weather like?*

## 13 Cut out (page 75). Then listen and play.

- Have pupils cut out the cards on page 75. Ask each pupil to describe the cards to you.
- Ask pupils to look at the photo in Exercise 13 and tell you how they think the game will be played. Play track 1.41.
- Ask pupils if they know what the game is called. ("*Snap!*": see Resource Bank, page A21, for more information).
- Place pupils in pairs. Explain that they have to place their deck of cards face down in front of them. Each pupil picks up a card from their deck. If they are the same, the first person to call out *Snap!* and the type of weather shown, takes the cards. The game finishes when all the cards have been played and the winner is the child with the most cards.
- Play the unit song, track 1.32, as pupils work for background music.

## TPR

Bring pupils to the front of the class. Explain that you will throw the ball to a pupil and say a word related to weather, season or clothes. The pupil has to say a word associated with it and throw the ball back to you. T: *Weather.* Pupil: *Stormy.* T: *Season.* Pupil: *Spring.* Reverse the game by saying a word from the vocabulary groups for the pupils to find. T: *Hot.* Pupil: *Summer.* Pupils who give incorrect words go back to their seats.

## Activity Book, page 15

## 11 What's wrong? Look and write.

- Ask pupils to look at the pictures. Have a volunteer pupil read the sentences under the first picture. Explain that they have to write correct sentences for each picture.
- When pupils have completed the activity, have them check answers with their partners.
- **Answers:** 2 *It isn't windy. It's cloudy.* 3 *It isn't winter. It's summer.* 4 *It isn't sunny. It's raining.*

## 12 Write.

- Ask pupils what the weather is like in the pictures next to the girl. Explain that they have to unjumble the sentences.
- When pupils have completed the activity, have volunteers read out the answers. Write them on the board.
- Place pupils in pairs and have them act out the scene.
- **Answers:** *What's the weather like? It isn't hot or sunny. It's cold and snowing.*

## Ending the lesson

- Give each pupil a sheet of paper. Have them write a conversation between two pupils about the weather and illustrate it just like Exercise 12 in their Activity Book.
- Have pupils read and show their work to the class. Place all work on classroom display.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity

Have pupils write silly sentences using clothes and weather vocabulary (e.g.: *I'm wearing a sun hat. It's snowing.*) and illustrate them.



## Lesson 7

**Lesson aims:** Social Science – to talk about months, feelings and festivals. To make a poster.

**Target language:** months of the year.

**Revision:** seasons; weather. *Christmas, Easter, Halloween; It's / It isn't (snowing). What's the weather like?*

**Receptive language:** *When is (Christmas)? These are the months of the year. What months are in (spring)? What festivals can you see? How many months are there?*

**Materials:** CD 1. Large calendar (e.g. self-made) clearly displaying the months of the year in English, a sheet of paper for each pupil, magazines.

### Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look at Exercise 14, page 10. Ask them if they remember the feelings shown and what other ones they remember.
- Ask pupils, in L1, what kind of things make them feel *happy, excited* and *scared*.

### Presentation

- On the board write *Easter, Christmas, Halloween*. T: *When is Christmas?* Pupils: *In winter.* Continue in this manner for *Easter* and *Halloween*. Then place the calendar on the board. T: *Look at my calendar. These are the months of the year.*
- Then point to each month, say it and have pupils repeat after you. T: *It's Christmas. What month is it?* Pupils: *December.* T: *It's spring. What months are in spring?* Pupils: *March, April, May.* Continue for all seasons and festivals.

### Pupil's Book, page 18

#### 14 Listen and read.

- Direct pupils to Pupil's Book, page 18, Exercise 14. Have them say as many months as they can remember. T: *How many months are there?* Pupils: *Twelve.* T: *What festivals can you see?* Pupils: *Christmas, New Year, etc.*
- Explain that pupils will hear the months and have to repeat them.
- Play track 1.42. Encourage pupils to point to the months as they hear them.
- Have pupils close their books. On the board write the numbers from 1 to 12 in a column. Next to 5 write *May*. Have pupils tell you the other months of the year and which number they go next to. Tell pupils the months they cannot remember.

#### 15 Read and guess the month. Then say the number.

- Ask pupils to look at the pictures and tell you which festivals they see. Explain that they have to guess which month each small paragraph refers to.
- Have pupils read the set of sentences quietly to themselves. Then read each set aloud and have pupils give you the answer.
- Explain to pupils that they have to say which photo the small paragraphs match. T: *October – Halloween?* Pupils: *Two.*
- Place pupils in pairs. Have one pupil read the small paragraph for his partner to complete. Ensure that pupils swap roles.

#### 16 Project: make a calendar.

- Place pupils in groups of four and give each one a sheet of paper. Explain that they have to make a calendar. Tell pupils they can draw different pictures for each month or cut out pictures from magazines. Encourage them to write a festival next to each month. When pupils have completed the activity, have each pupil present their work to the class and place all calendars on classroom display.

### TPR

Give each pupil a piece of paper and have them write a month on it. Explain that you will say a season or holiday and if their month is a part of it, they have to stand up and say their month. T: *Winter.* All pupils with *December, January* and *February* stand up.

### Activity Book, page 16

#### 13 Write.

- Have pupils look at the word pool. Ask a volunteer to read the words. Explain the list below is missing some months which they have to fill in.
- Have pupils complete the activity. Check answers by having a pupil read them out and writing them on the board.
- **Answers:** *January, April, May, July, August, October, November, December.*

#### 14 Write and draw.

- Ask pupils when their birthdays are and what their favourite months are.
- On the board write: *My birthday is in June. My favourite month is December.* Read the sentences. Explain that they have to complete the sentences and then draw a picture showing their birthday or favourite month.

### Ending the lesson

- Place pupils in small groups. Give each group a season and have them write as many words as they can about it. Encourage them to use months, festivals, weather and clothes. Have the groups present their work to the class.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

### Extra activity

Ask pupils to look through the unit and choose their favourite lesson to draw about and write a sentence from it.

14 Listen and read.
CD 1.42

Look at the calendar.  
There are 12 months in a year.

15 Read and guess the month. Then say the number.

What's the month?

July/August (a) It's hot and sunny. I'm not at school. I'm on holiday. It's ...

December (f) I'm excited. It's Christmas and I've got lots of presents. It's ...

October (d) It's autumn. I'm scared of ghosts. It's Halloween. It's ...

January (b) It's spring. I've got some Easter eggs. It's ...

1

2

3

4

16 Project: make a calendar.

## Lesson 8

**Lesson aims:** to revise the material from Unit 2. Self-assessment.

**Revision:** weather; seasons; clothes. *It is / It isn't (snowing). What's the weather like?*

**Receptive language:** *What is it about? What happens to Goofy? Is it (hot/autumn)? Do you like this weather?*

**Materials:** CD 1. A sheet of paper for each pupil, small sheets of paper. Cut-out cards from lesson 6. Optional: Worksheets 7 and 19 (Review Units 1 & 2) for each pupil.

## Starting the lesson

- Greet your pupils. T: *Hello!* Pupils: *Hello, teacher!* Say the *Hello!* chant together.
- Have pupils look through the whole unit for about a minute. Ask them to close their Pupil's Books and to tell you what they remember from it. Encourage them to mention clothes, seasons, months and Disney characters.
- Play the unit song, track 1.32, for pupils to sing to.

## Revision

- Have pupils look through their books. T: *Look at page 18. What is it about?* Pupils: *Holidays. Months.* T: *Look at page 16. What happens to Goofy?* Pupils: *His hat is wet.* T: *Look at page 14. What is it about?* Pupils: *(Winter, summer, spring, autumn).*
- Continue with as many pages and questions as possible.
- Ask pupils to choose one of their cut-out cards from lesson 6. Then place them in two lines. Make sure that there's the same number of pupils in both lines. Explain that the first pupil in each line should turn around to ask the pupil behind them: *What's the weather like?* This pupil looks at the card and says: *It's (raining).* Then the first pupil goes to the end of the line and the second one turns around to continue the game with the next pupil. The group who finishes the game first wins.
- Explain that you will say a season and pupils have to say its months as quickly as possible. T: *Winter.* Pupils: *December, January, February.*
- Then say the months for pupils to find the season. T: *April, May, June.* Pupils: *Spring.* Place pupils in pairs and have them continue the activity.

## Pupil's Book, page 19

## 17 Read and say the missing words.

- Have pupils look at the picture and tell you who they see (Anna, Olaf, Sven and Kristoff from *Frozen*). T: *Is it hot and sunny?* Pupils: *No. It's snowing and cold.* T: *Is it autumn?* Pupils: *No. It's winter.*
- Explain that pupils have to read the sentences and choose the correct word. Optionally, have pupils copy the sentences in their notebooks. When pupils have completed the activity, check answers by asking a volunteer pupil to read out the answers.
- Place pupils in pairs and have them talk about the picture. Pupil 1: *It's (hot).* Pupil 2: *No, it isn't (hot). It's (cold).* Monitor for correct use of language.

## 18 In your notebook, draw and write about the weather today. Then tell a friend.

- Have pupils look outside the window. T: *What's the weather like today?* Pupils: *It's (cloudy).* T: *Is it (hot)?* Pupils: *No. It's (cold).* T: *Do you like this weather?* Pupils: *Yes/No.*
- Give pupils a sheet of paper each. Explain that they have to draw and write a few sentences about today's weather.
- Have pupils present their work to the class. Place all work on classroom display.

## Activity Book, page 17

## 15 Find and circle. Then write.

- Explain to pupils they have to find as many words as possible in the word snake. Have pupils complete the activity and tell you what they have found. Write their answers on the board.
- Tell pupils that they have to write the words in the correct column. Have pupils complete the activity. Check answers by having volunteer pupils read out the answers.
- **Answers:** 1 *It's summer, It's winter, It's spring, It's autumn.* 2 *It's cloudy, It's stormy, It's sunny, It's windy.* 3 *I'm wearing a hat, I'm wearing a raincoat, I'm wearing a sweater, I'm wearing a coat.*

## 16 Say and tick (✓). Then stick.

- Ask pupils to read the sentences.
- Pupils assess their own skills by ticking the boxes. Encourage them to look through the unit in their Pupil's Book as they think about the sentences.
- Ask pupils to find the stickers for this exercise at the end of their Activity Books. If pupils can tick all the boxes, they put a sticker with the film character next to the exercise.
- Play the unit song in the background as pupils work (track 1.32).

## Ending the lesson

- Ask pupils to choose a song, story or activity they liked best from the unit. Ask them to write a few sentences from the activity or song they have chosen. Have each pupil read out their sentences. Play the appropriate tracks and have pupils sing or act out the story. Congratulate the pupils for having completed Unit 2.
- Say the *Goodbye!* chant together.
- Say *Goodbye!* and wave goodbye to the class.

## Extra activity


Ask pupils to close their books and write as many sentences as they remember from the unit. Have them open their books and check their sentences.

## Progress assessment

- Photocopiable materials, Worksheet 7, page 83. The guidelines for using the sheet can be found on page 74.
- Review Units 1 and 2, Worksheet 19, page 95. The guidelines for using the sheet can be found on page 77.
- *New English Adventure Test Book*, Level 2, Test 2.

UNIT  
**2**

**17 Read and say the missing words.**




raining   coat   winter   hot

1 It's ? *winter*      3 It isn't ? *hot/raining*  
 2 It isn't ? *raining/hot*    4 She's wearing a ? *coat*

**18 In your notebook, draw and write about the weather today. Then tell a friend.**

*Pupils' own answers*



Today, it's windy.

It isn't sunny.

Lesson 8 Review: Clothes. Seasons. Weather. It's / It isn't (snowing). What's the weather like?

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