



## Lesson 1

**Vocabulary:** cold, hot, sunny, cloudy, windy, raining, snowing

**Grammar:** It's sunny. It isn't windy.

**Functions:** Talking about the weather.  
Expressing lack of permission.

### Lesson starters

- Sing the 'Hello' song or any other song pupils have learnt so far.

### Let's have fun!

**Pick and say:** Prepare slips of paper with the days of the week and the school subjects. Put the days of the week in a bag and the school subjects in another bag. Divide the class into two groups. Call one volunteer to the front. He/She picks one slip of paper from the days of the week bag and another from the other bag. Then he/she says, *It's Monday today. I've got maths.* If it's correct, the team scores a point. Repeat several times.

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- Have pupils open their books at page 18. Hold up your book, point to the picture and explain that it is a board with photos. Ask, *Who can you see in the photos?* (Hassan, Natalie, Vicky, Bob). Explain that at the time the photos were taken, they were on holiday and that they were having different weather conditions.

- Stick pictures showing the different weather conditions on the board. Say the weather condition as you stick each picture.
- Call pupils to the front. Tell them to point to or touch the picture of the weather condition you mention.

**Extra activity** You can display the weather pictures in the classroom and use them every day to show what the weather is like. Pupils can take turns to stick the appropriate picture on the board and write the corresponding sentence, eg: *It's sunny.* Then you say one weather condition and pupils point to it in their books. Repeat with the other words.

- Play track 14 once. Tell pupils to listen and to write the number for each picture as they are mentioned in the track.
- Stop after the first weather condition and show them that they have to write a number 1 there. Then go on with the rest of the track.
- Ask pupils to share their answers with their partners. After some minutes call some pupils to provide the answers.

### Audioscript/Answers

- |                 |                 |
|-----------------|-----------------|
| 1 It's sunny.   | 5 It's cloudy.  |
| 2 It's windy.   | 6 It's cold.    |
| 3 It's hot.     | 7 It's snowing. |
| 4 It's raining. |                 |

- Play the track again and ask pupils to repeat the words. Pay special attention to the cluster /sn/ as pupils tend to add an intrusive vowel at the beginning.

### Let's have fun!

**Guess the weather:** Call a pupil and whisper one of the weather conditions to him/her. They mime the word for the rest of the class to guess. The pupil who guesses correctly is the next one to continue the game.

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- Focus pupils' attention on the picture of the children. Ask, *Who are they?* (Hassan, Natalie, Vicky and Bobby). *What is the weather like?* (*It's raining. It's windy.*) *Where are the children?* (*At home.*)
- Play track 15 once and ask pupils to listen to and read the 'It's raining today' song. Check predictions.
- Play the track again. Tell pupils to complete the song with the missing information.
- Ask pupils to share their answers with a partner. Then choose some volunteers to say the answers.

**Answers:** 1 cloudy; 2 windy; 3 hot; 4 snowing; 5 cloudy

- Play the track again. Sing along. Encourage pupils to sing along with you. Try to make this activity enjoyable.

## Lesson wrap-up

### Let's have fun!

**Pass the pictures!** Tell pupils to stand in a circle. Give each of them a card with a weather condition. Play some music. While the music is playing, pupils pass the cards around the circle (in one direction only). When the music stops, you say one weather condition. Pupils with those cards in their hands have to show the cards and say, *It's raining today*. Play several times.

- Sing the 'Goodbye' song.



## Lesson 2

**Vocabulary:** Revision: *cold, hot, sunny, cloudy, windy, raining, snowing*.

**Grammar:** *It's sunny, it isn't windy. What's the weather like?*

**Functions:** Talking about the weather. Asking and answering about the weather.

## Lesson starters

- Sing the 'Hello' song or the 'It's raining today' song. Hold a singing competition if you wish.



### 1 AB, p79

- Pair up pupils. Ask them to look at the pictures and match them with the corresponding words.
- Provide an example first. Then call volunteers to provide the answers.

**Answers:** 1 It's sunny. 2 It's raining. 3 It's cold. 4 It's cloudy. 5 It's snowing. 6 It's hot. 7 It's windy.

### 1

- Have pupils open their books at page 19. Draw their attention to Activity 1. Ask them to look at the pictures showing different weather conditions and try to remember the number of each picture.
- Pair up pupils. Explain that one of them says a number and the other says the weather condition corresponding to that number without looking at the pictures. Then they can switch roles.
- Provide an example first. Then pupils play several times.

### 2

- Explain to pupils that they will listen to different weather conditions and they will have to number the pictures.
- Play track 16. Stop after number 1 and provide an example. Then go on playing the rest of the track.
- Play the track again. This time pupils check.
- Call for volunteers to say the answers.

### Audioscript

Natalie: N – Hassan: N

#### Number one

**N:** What's the weather like?

**H:** It's snowing.

#### Number two

**N:** What's the weather like?

**H:** It's raining.

#### Number three

**N:** What's the weather like?

**H:** It's cloudy in the mountains.

#### Number four

**N:** What's the weather like?

**H:** It's hot and sunny at the beach.

#### Number five

**N:** What's the weather like?

**H:** It's cold and windy.



**GRAMMAR** Focus pupils' attention on the question in Activity 1. Elicit by asking, *How do we ask about the weather?* When they say the question, write it on the board. Then elicit the answers, 'It's.../It isn't ...' Ask them to look at the 'Hop into grammar' box and put the negative answer in order. (*It isn't snowing.*)

### Extra activity Make your favourite weather

**window:** Tell pupils to draw their bedroom window and their favourite weather condition outside the window in their notebooks. Then pair up pupils. A pupil asks, *What's the weather like (outside your window)?* and the other answers, *It isn't (sunny).* *It's (cloudy).* Then they switch roles. Provide an example first.

#### tip

You may prepare your own weather window yourself so that you can show it as an example before pupils start with the activity. Remember that whenever you do a creative or craft activity, it is essential that you try it yourself first in order to anticipate any problems.

## 3

- Ask pupils to describe the pictures in this activity.
- Explain the task. They have to complete the sentences.
- Provide an example first.
- Pair up pupils. Set a time limit.
- Correct as a whole class.

**Answers:** 2 It's; 3 it's; 4 It isn't; 5 it's; 6 jumper; 7 jacket; 8 scarf

### Lesson wrap-up

### Let's have fun!

**The bottle game:** Pupils stand in a circle. Give each pupil a card showing weather conditions, eg: sunny, cold, cloudy, raining, etc. You spin a plastic bottle on the floor. When the bottle stops, the pupil who faces the top of the bottle asks, *What's the weather like?* The pupil standing opposite him/her shows their card and answers. Repeat several times.

- Sing the 'Goodbye' song.



## Lesson 3

**Vocabulary:** Revision: *cold, hot, sunny, cloudy, windy, raining, snowing*; New: *there*

**Grammar:** *Is it sunny? Is it windy? Yes, it is./No, it isn't. Me too.*

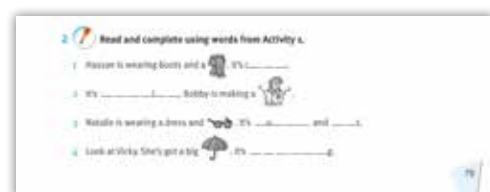
**Functions:** Talking about the weather. Asking and answering about the weather. Expressing agreement.

### Lesson starters

- Sing the 'Hello' song.
- Sing the 'It's raining today' song. Divide the class into teams and hold a singing competition.

### Let's have fun!

**Hangman:** Think of a word connected with weather conditions and write dashes on the board to represent each of its letters. Pupils guess the missing letters. If they guess a correct letter in the word, write it over the dash (or dashes) that represent it. For each wrong guess, draw a line or element of a pin man hanging from the gallows. The pupil who guesses the word correctly is the winner.



## 2 AB, p79

- Pair up pupils. Ask them to look at the pictures and

complete the sentences with the corresponding words.

- Provide an example.
- Correct as a whole class.

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**Answers:** 1 cold; 2 snowing; 3 sunny, hot; 4 raining

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## 1

- Have pupils open their books at page 20. Hold up your book and point to the scene. To contextualize it ask, *How many children can you see? (Two.) Who are they? (Hassan and Natalie.) What are they talking about? (The weather.) Why are they talking about the weather in Australia? (They are looking at a photo of Australia.)* Allow L1 to answer some of the questions.
- Play track 17 non-stop. Pupils listen and read.
- Divide the class into two groups. One group will be Hassan and the other group will be Natalie. Play the track again. They listen and repeat the dialogue.
- Pair up pupils. Invite them to act out the dialogue. Allow some minutes for rehearsal. Then ask some pairs to dramatize the dialogue.

### tip

Acting out provides opportunities for multi-sensory, kinaesthetic responses to dialogues and stories. Pupils learn by doing. They use mime, gestures and imitation to show their understanding. This helps pupils to connect actions, words and meanings, and memorize language in a natural and enjoyable way. It caters for different learning styles.

## 2

- Pair up pupils. Explain the task. They read the dialogue in Activity 1 again and circle the correct option.
- Provide an example first.
- Correct orally.

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**Answers:** 1 sunny; 2 hot; 3 isn't; 4 good

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Write some of Hassan's

questions on the board, eg: *Is it hot in Australia today? Is it windy?* Read the questions aloud.

Ask, *What is Hassan doing when he asks these questions?* Allow L1 (He is asking about weather conditions.) Make pupils notice how he asks, 'Is it...?' and how Natalie answers, 'Yes, it is./ No, it isn't.' Then ask them to look at the box in their books and put the words in order to form the question. (*Is it sunny today?*) Check as a whole class. Write some other exponents on the board for class discussion.

## Let's have fun!

**Guessing game:** Pair up pupils. Ask them to use their computers (or take them to the computer lab) and look for the weather in two different cities, eg: Mar del Plata (P1) and Carlos Paz (P2). Provide the site for them to look for that information. Ask them to keep it secret. Then P1 asks his/her partner questions to guess the weather conditions in his/her city. Provide an example first and some useful language. Then they switch roles. If there are no computers available in your classroom, provide cards with information on the weather in different places.

## 3

- Pair up pupils. Draw their attention to Activity 3.
- Invite them to draw a boy/girl in a cloudy or sunny or rainy day (the weather condition has to be shown clearly). Then they ask each other questions taking into account the picture drawn and the dialogue on the page.
- Provide an example first. You may write the beginning of the question and the answers on the board as useful language.
- Call some pairs to act out their mini-dialogues.

## Lesson wrap-up

## Let's have fun!

**Weather Bingo:** Tell the pupils to draw a three-square Bingo grid in their notebooks. Have them choose three words expressing weather conditions and write them in their Bingo grid. Have a bag with all the words and call volunteers to come to the front and pick one. He/She calls out the word. The first pupil to cross out all the words in his/her grid wins.

- Sing the 'Goodbye' song.





## Lesson 4

**Vocabulary:** winter, spring, summer, autumn

**Grammar:** In winter I... My favourite season is...

**Functions:** Identifying the seasons. Speaking about one's favourite season. Saying what one does in the different seasons.

### Lesson starters

- Sing the 'Hello' song.

### Let's have fun!

**Guessing game:** Write the weather words on slips of paper, fold them and put them in a jar or in a bag. A pupil comes to the front, picks out a slip, reads the information on it and mimes the weather word. The rest of the class ask, *Is it sunny?* The pupil at the front answers. The first pupil to guess correctly picks another word out of the jar/bag and does the same.



## 3 AB, p80

- Pair up pupils. Ask them to look at the pictures in the activity and find the differences. Then they complete the sentences about picture B.

- Make them aware of the example. Make one more sentence as a whole class.
- After some time, call volunteers to write the sentences on the board.

**Answers:** 2 It isn't snowing. 3 It isn't cold. 4 It's sunny. 5 It isn't cloudy. 6 He's wearing trainers. 7 He isn't wearing boots. 8 He isn't wearing a scarf.



## 4 AB, p80

- Divide pupils into groups of 3 or 4. Ask them to look at the pictures on the left, write the question and then circle the correct answer, taking into account the weather at the moment of the activity.
- Make them pay attention to the example. Provide one more example, if necessary.
- Call volunteers to write the questions on the board and another pupil to answer the question.

**Answers:** 2 Is it raining today? 3 Is it cloudy today? 4 Is it windy today? 5 Is it snowing today?

**tip** Remember to vary group dynamics in your lessons. Ask pupils to work in pairs and vary how the pairs are formed. You may have pupils work with the person to the right, left, in front or behind them. When they work in groups, you may number pupils according to the number of pupils you want in each group. When all the pupils have a number, those with the same number get together. Be sure to indicate where each group needs to stand or sit.

## 1 (118)

- Stick pictures showing the seasons on the board. Say the name of the season as you stick it and add information. Say, *Summer; it's hot in summer. We go to the beach or the swimming pool.* Do the same with the other seasons.
- Have pupils open their books at page 21.
- Play track 18 once. Pupils have to listen and number each picture. Stop after the first season and ask them to write a number 1 there. Then go on with the rest of the track. Ask pupils to share their answers with their partners.
- Check orally.

## Audioscript/Answers

- 1 *It's winter.* 3 *It's spring.*  
2 *It's summer.* 4 *It's autumn.*

- Play the track again and ask pupils to repeat the words.

## 2

- Focus pupils' attention on the pictures in Activity 2. Tell them that the children are talking about their favourite season and what they do in that season.
- Have pupils listen and match the child with the season and the corresponding activity. Show them the example.
- Play track 19 twice. Pupils share their answers with a partner.
- Call volunteers to provide the correct answers.

## Audioscript

Boy 1: B1 – Girl 1: G1 – Boy 2: B2 – Girl 2: G2

- 1 **B1:** *My favourite season is summer. In summer, I go to the beach.* 3 **B2:** *My favourite season is winter. In winter, I make a snowman.*  
2 **G1:** *My favourite season is autumn. In autumn, I walk in the mountains.* 4 **G2:** *My favourite season is spring. In spring, I play football again.*

## 3

- Pair up pupils. Explain that they have to complete the sentences with the words in the box and the information from the previous activity.
- Provide an example first.
- Call volunteers to read the sentences aloud. If you wish, have them write the exponents on the board for class discussion.

**Answers:** 1 In summer, I go to the beach. 2 In autumn, I walk in the mountains. 3 In winter, I make a snowman. 4 In spring, I play football.

**Extra activity What about you?** Tell pupils to think about their favourite season and the activity they do in that season. Then they write a sentence similar to the ones in Activity 3 in their notebooks. Invite them to read out their examples. Write some of them on the board for class discussion.

## Lesson wrap-up

## Let's have fun!

**My favourite season:** Have pupils say their favourite season and weather. Start the chain with sentences about you, eg: *My favourite season is summer. I like*

*hot weather.* Be sure each pupil gives his/her opinion. Encourage them to say why they like that season or weather. Provide some useful language on the board.

- Sing the 'Goodbye' song.



## Lesson 5

**Vocabulary:** Revision: *winter, spring, summer, autumn; cold, hot, snowing, raining, windy;* New: *around the world, north, south, sledge, go fishing, lots of, on top of, snorkeling, calm*

**Grammar:** Revision: *In winter I... My favourite season is... It's.../It isn't...*

**Functions:** Identifying the seasons. Saying what you do in the different seasons. Talking about the weather. Talking about future activities. Talking about lack of permission.

## Lesson starters

- Sing the 'Hello' song.

## Let's have fun!

**Human Bingo:** Divide the class into groups of 4. Give out each pupil a word connected with the weather and the seasons, eg: *spring*. All the members of the same group should be sitting. Call a volunteer to draw out the cards. When he/she draws out one, eg: *spring*, all the pupils in the different groups with the word 'spring' stand up. Follow the same procedure with the other cards. The first group to have all its members standing calls out, *Bingo!* and is the winner.

## 1

- Have pupils open their books at page 22. Ask them to read the title: 'The weather around the world'. Explain the meaning of 'world' if necessary.

**tip**

It would be a good idea to take a map of the world or a globe to locate the countries mentioned in the article and to show the cardinal points: north and south. It is important for pupils to start familiarizing with maps.

- Have pupils look at the pictures and ask them what they think the article is going to be about. Allow L1 in their answers.
- Play track 20 once. Ask pupils to listen and read. Check predictions.
- Write these questions on the board: *Where are these children? What do they want to do?* Tell pupils to focus on those questions. Play the track again.
- Pair up pupils and ask them to answer the questions.
- Call volunteers to read the answers.

**Answers:** 1 Kevin is in the USA. He wants to make a big snowman. 2 Ivan is in Russia. He wants to catch a fish. 3 Sammy is in Peru. She wants to see lots of birds and animals. 4 Carrie is in Australia. She wants to go snorkelling.

**2**

- Pair up pupils and ask them to read the article again and complete the table with the information in the article.
- Provide an example first.
- Check as a whole class.

**Answers:** Peru, (summer) It's cloudy but it isn't raining. Russia, (winter) It's cold but it isn't snowing. Australia, (summer) It's hot and sunny.

**3**

- Pair up pupils and ask them to read and match the sentences with the pictures according to the information in the article.
- Provide an example first.
- Correct orally.

**Answers:** Kevin: He isn't wearing a hat. He's got a red sledge. Ivan: He's wearing a jacket. He's got a fishing rod. Sammy: She's on the top of a mountain. She's in South America. Carrie: She's on the beach. She's got a snorkel and a mask.



- Divide pupils into small groups. Explain the question and ask them to share their opinions with their classmates.

- Set a time limit. Then ask various groups to share their opinions. You can write some useful language on the board for them to use, if necessary.

**Extra activity** Give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Tell pupils to cut out the pictures at the bottom of the page and then choose the ones they like to stick in order to complete the sentences. Invite pupils to show their work and read the sentences out. If you wish, stick some of the final works on the board and write the full sentences for class discussion, eg: *I am on the beach. I am wearing a hat. It is sunny and hot.*

**Lesson wrap-up****Let's have fun!**

**Who are you?** Choose one of the children from the article and pretend you are this boy or girl. Give pupils some minutes to prepare questions. Tell them to ask you the questions and guess who you are, eg: *Are you in Russia? Is it summer? Is it cloudy today?* etc.

**Lesson 6****Lesson starters**

- Sing the 'Hello' song.

**Let's have fun!**

**Freeze ball game:** Have pupils stand in a circle. Place pictures showing different weather conditions and seasons face down in the middle of the circle. Pupils pass a soft ball around. When you say,

**Freeze!**, the pupil with the ball picks up a picture from the pile and says, *I like/don't like (hot) weather. or My favourite season is (winter).* Provide an example first.



## 5 AB, p81

- Elicit the months of the year and write them on the board.
- Ask, *When is winter in Argentina?* Repeat with the rest of the seasons.
- Pair them up and have them match the months with the seasons.
- Show pupils the example. Call volunteers to read the answers.

**Answers:** spring (September, October, November); summer (December, January, February); autumn (March, April, May)



## 6 AB, p81

- Pair up pupils. Tell them to look at the pictures and ask them who they can see (Hassan, Bobby, Natalie and Vicky). Then ask them to complete the sentences with the words in the box.
- Provide an example first. Then call volunteers to read the answers.

**Answers:** 1 winter, winter, mountains; 2 autumn, autumn, bike; 3 spring, spring, basketball; 4 summer, summer, beach



## 7 AB, p81

- Focus pupils' attention on the questions in Activity 7. Tell them to answer the questions with information about themselves. Provide an example yourself.

- Check as a whole class.

## 1

- Ask pupils to go to the cut-outs section at the back of the book and have them cut out the picture cards. Before, you may ask them to paste the cut-out page on poster board.
- Once they have cut out all the pieces, pair them up.
- Have them open their books at page 24. Explain to them that they have to choose a picture card secretly. The idea is that their partner can't see it. He/She has to ask, *Is it sunny? Is it raining?* etc to guess the picture card chosen. Focus pupils' attention on the sample dialogue on the page. Then they swap roles. The game ends when the pupils have discovered each other's cards.

## tip

When pupils work in pairs or groups, it is very important that you circulate among the class to better monitor pupils. In this way, you will be able to check how well all pupils are doing and give support to those who need it.

## 2

- Focus pupils' attention on the paragraph and the picture in Activity 2.
- Call for a volunteer to read aloud.
- Explain that they should draw and write something similar. Write some useful language on the board: *We're in... It's... It isn't... I'm wearing...*
- Provide an example first. You may complete the sentences yourself on the board.
- Set a time limit and then invite some pupils to read their paragraphs and show their drawings.

## Lesson wrap-up

## Let's have fun!

**Unscramble the word:** Divide pupils into two groups. Call one volunteer from each group. Divide the board into two parts and write some scrambled words on it, eg: *oldc (cold) / prsnig (spring)*. Pupils have to order the letters quickly. The first pupil to do so gets a point for his/her team. Repeat several times.

- Sing the 'Goodbye' song.





## **Diamond Quest** *Rain on a hot and sunny day*

### Lesson starters

- Sing the 'Hello' song.

**Extra activity** Give out copies of the activity in the 'Photocopiable activities' section at the Teacher's Resource Centre. Pair up pupils. Explain that they have to find the words hidden in the wordsearch and then write them under the corresponding picture. Focus pupils' attention on the pictures. Provide an example first. Set a time limit. Invite some pupils to write the words on the board for class discussion.

**Answers: Across:** summer, cold, spring, autumn, winter; **Down:** cloudy, snowing, hot, raining, windy

- Have pupils open their books at page 25. Ask them to focus their attention on the first four frames and ask, *Who are they? (Ronnie and Casey.) Where are they? (In the forest.) What has Ronnie got in his hands? (Two diamonds.) What's the weather like? (It's cloudy and raining.) Where are they going?* Allow L1 for their answers, if necessary.
- Play track 21. Pupils listen and read. Check their predictions.
- Write the following questions on the board:  
*Does Casey like cloudy days? (No, she doesn't.)*  
*Have they got matches to light the fire? (No, they haven't.)*  
*Can Casey light the fire? (Yes, she can.)*  
*What do they find? (A clue)* Explain the meaning of 'clue' if they can't remember.  
*What is rain on a sunny day? (The spray from the waterfall.)*
- Read the questions as a whole class to check understanding.

- Pair up pupils. Play the track again and have pupils answer the questions.
- Check orally.

## Let's have fun!

**Find the words:** Have pupils find and circle the weather vocabulary words that appear in the story. Then they can check the words they found with a partner.

- Divide the class into two groups. One group will read Casey's part and the other group will read Ronnie's part. Check intonation, especially in questions.

### tip

At this point it is a good idea to monitor pronunciation. You may write the words pupils have difficulty in pronouncing on the board. Point to each word, say it and have the class repeat it. Do this several times and then point to a word and have individual pupils read it aloud.

**Extra activity Dramatization:** Pair up pupils.

A pupil will play the role of Ronnie and the other one the role of Casey. After some minutes of rehearsal, call for volunteers to act out the dialogue.



## Diamond Quest fun

### 1

- Have pupils open their books at page 25. Pair up pupils. Explain that they have to look at the pictures and complete the sentences with 'it's' or 'it isn't'.
- Provide an example first.

- Set a time limit. Then pupils provide the answers.

**Answers:** It isn't, It's, It's, It's, It isn't, It's, It isn't, It's

## 2

- Pair up pupils. Tell them they have to replace the pictures with the corresponding words to complete the clues. Provide an example first.
- Set a time limit.
- Check orally.

**Answers:** 1 sunny; 2 hot; 3 frog; 4 diamonds; 5 cloudy; 6 windy

### Lesson wrap-up

### Let's have fun!

**Invent your own clue:** Divide pupils into groups of 3 or 4. Focus their attention on the clues in Activity 2. Tell them to create their own clues. Write some ideas on the board as reminders, eg: *Is it cloudy?* *Is it cold?* Find a diamond under a rock. Set a time limit. Then invite a representative from each group to read their clues aloud.

- Sing the 'Goodbye' song.

### Answers:

- 1 2 It's sunny and windy. 3 It's cold and cloudy. 4 It's windy and rainy. 5 It's cloudy and snowing.
- 2 1 What's, like; 2 Is it; 3 No, it isn't. 4 Is it; 5 Yes, it is.
- 3 1 c, autumn; 2 d, spring; 3 b, summer; 4 a, winter

- Once you have finished checking, draw pupils' attention to the top right corner of the page. Have them colour the face corresponding to how they feel about this unit. To help pupils decide, tell them to go back to page 18 and leaf through the unit.



### Let's revise! AB, p82

- Ask pupils to open their books at page 82 and remind them that the activities on this page will help them revise what they have learnt in Unit 2. Have them do the activities individually and then check as a whole class. Tell them they can go to the 'Mini-dictionary' on page 99 and write as many words as they remember from each set they have learnt in the unit.

## Integration 1 - A field trip



### Lesson starter

- Sing the 'Hello' song or the 'It's raining today' song. Divide the class into two groups and hold a competition.

## 1

### Pre-task

### Let's have fun!

**Guessing game:** Prepare cards with the following information in each: a day of the week and a subject. Draw a schedule on the board with the days of the week but no subjects. Call a volunteer to the front. He/She chooses one card and the rest of the class asks, *Have you got maths on Monday?* The pupil at the front answers, *Yes, I have.* or *No, I haven't.* If the answer is affirmative, the pupil sticks the card in the corresponding column to complete the schedule. The pupil who guesses correctly picks another card. Play until the schedule is complete.

### Task

- Have pupils open their books at page 28. Pair them up. Draw their attention to the scene in the activity.
- Ask, *Who can you see in the picture? (Vicky and a friend.) Where are they? (At school.) What are they talking about? (About their school subjects.)*
- Explain that they have to write the words in order to make the questions and then complete the answers according to the information they can get from the scene. Provide an example first.
- Invite some pupils to write the answers on the board.

**Answers:** 1 Have you got history today? 2 No, I haven't. 3 Have you got PE today? 4 No, I haven't.

**Extra activity** Write the same statements on the board connected to the scene in Activity 1. Pair up pupils and have them decide whether the statements are true or false, eg: *Vicky is wearing a scarf. Vicky's friend has got long hair.* etc.

### Post-task

- Pair up pupils. One of them will play the role of Vicky and the other the role of her friend. Allow some time for rehearsal. Then have some volunteers act out the dialogue.

## 2

### Pre-task

### Let's have fun!

**Look and solve:** Divide the board into two parts and pupils into two teams. Call representatives of the two teams to the front. Write on each part of the board scrambled up words connected with weather conditions. Pupils put the letters in order and make a sentence with the word discovered, eg: *It's sunny today.* or *It isn't hot today.* If they do it correctly, they score a point for their team. Play several times.

### Task

- Pair up pupils. Draw their attention to the scene in Activity 2. Tell them that Vicky is now in her field trip.
- Ask, *Who are the children in the picture? What's the weather like?*
- Tell them to look at the scene carefully and complete the questions and answers.
- Provide an example first.
- Check orally.

**Answers:** 1 cloudy; 2 Yes, it is. 3 sunny; 4 No, it isn't; 5 raining; 6 hot

### Post-task

### Let's have fun!

**Weather statues:** Pupils move around the classroom while you play background music. When the music stops, they freeze and start miming a weather condition. Call volunteers to say the weather condition they have chosen, eg: *It's cold.*

### 3

#### Pre-task

#### Let's have fun!

**Which is different?** Write the following words on the board: *winter / summer / Monday / spring*. Ask, *Which is different?* The expected answer is *Monday* because it is a day of the week, not a season. Have pupils work in groups of 3 or 4 to generate their own 'odd-one-out' patterns. Set a time limit. Then the groups swap patterns and solve them. Choose some of them to be written on the board for class discussion.

#### Task

- Pair up pupils. Draw their attention to the picture in Activity 3. Tell them that Natalie is talking with her friend Lara.
- Explain that they have to look at the pictographs carefully and complete the conversation.
- Provide an example first.
- Check orally.

**Answers:** 1 art; 2 twelve o'clock; 3 half past nine; 4 science; 5 maths; 6 spring; 7 winter; 8 make a snowman; 9 ride my bike; 10 rollerblade

#### Post-task

- Draw a Venn diagram on the board. Label the circles 'summer' and 'winter'. Ask pupils to copy this into their notebooks.
- Pair up pupils. Tell them to write activities that they can do in winter, activities they can do in summer and in the space where the circles overlap, they write the activities they can do in both summer and winter.

### 4

#### Task

- Draw pupils' attention to the questions in Activity 4.
- Tell them that now it is their turn to talk about their favourite things.
- Read the questions aloud and tell them to answer them with information about themselves.
- Provide an example with information about yourself first.
- Invite some pupils to read their answers.

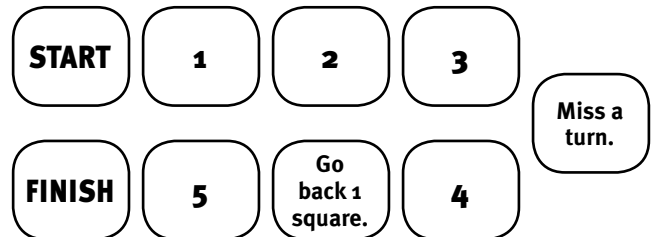
#### Post-task

- After pupils have answered the questions in Activity 4, they walk around the classroom and mingle with other pupils trying to find who have similar answers.

#### Lesson wrap-up

#### Let's have fun!

**Question board game:** You can create a very simple board game with the questions learnt in the two previous units similar to the sample below:



Draw the board game on the board. Divide pupils into two groups. Call a pupil from each group to the front. They throw a dice and they answer the questions. The team that gets to the end of the board first is the winner. Provide an example first. These are the questions to be made:

- 1 Have you got maths on Monday?
- 2 Is it sunny today?
- 3 What's your favourite subject?
- 4 What's the weather like today?
- 5 What's your favourite season?

- Sing the 'Goodbye' song.