

8

# Weather







**Unit aims** Pupils learn to talk about the weather. This includes:

- naming different weather conditions
- talking about what the weather is like today
- talking about what the weather was like on a specific day in the past
- learning about extreme weather

**Background information** The photo shows lightning during a thunderstorm at sunset over the city of Cochabamba, Bolivia.

### Introduction to the unit

- Say *Open your books at pages 90 and 91, please. Ask What can you see? (Possible answers: A city. Lights. Lots of buildings. A dark sky.)* Provide new words as necessary (e.g. *storm, lightning*). Ask *What's Unit 8 about?* Pupils guess. Read the title of the unit and explain the meaning to confirm.
- Elicit any weather conditions pupils know how to describe in English and write them on the board (e.g. *hot, cold, sun*). Ask *Where is the city in the photo? What time of day is it?* Pupils guess. Tell them it's sunset (confirm the meaning) and the city is Cochabamba in Bolivia. Show them where Cochabamba is on a globe or map. Ask *How often do we have storms? When do we usually have storms? Which months? Do you like storms?*
- Pupils talk some more about the picture in pairs or small groups using the phrases *I can see ... I like the ...* and *I think it's ...*. Encourage them to talk about whether they like storms in general and why / why not.

**Guess!  
What!**





**1** **Listen and point.**

**2** **Listen, point and repeat.**

- 1** hot
- 2** sunny
- 3** cold
- 4** warm
- 5** snowy
- 6** cloudy
- 7** foggy
- 8** windy
- 9** rainy

**3** **Listen and say the numbers.**

**4** **Ask and answer with a friend.**

Do you like cold weather? No, I don't. I like hot weather.

**Lesson aims** Pupils learn to name weather conditions.

**New language** *weather, hot, sunny, cold, warm, snowy, cloudy, foggy, windy, rainy, snow, fog, wind, get wet, temperature*

**Recycled language** *today | It's ... | I like/don't like/love (playing football) | We can ... | beach | What about you? Do you like ...? Yes, I do. / No, I don't. | fun | fly (my) kite | What's your favourite (weather)?*

**Materials** CD2 | Flashcards: 80–88 | Outdoor thermometer

### Warmer

- Show a thermometer or draw a picture. Ask *What's the temperature outside today?* Pupils guess. Tell them the temperature. Ask *Is it hot or cold?* Present *warm* if it's a warm day. Explain that pupils are going to talk about the weather today.

### Presentation

- Hold up each flashcard and say the new word (or point to the picture on page 92). Pupils repeat in chorus and individually.

### Pupil's Book page 92

#### 1 Listen and point.

- Say *Open your books at page 92, please.* Read the title of the chart. Ask *Is it hot or cold today? (Hot.)* Say *What's the weather like in the other pictures?* Give pupils time to look and think about the weather in each picture.
- Say *Listen and point.* Play the recording. Pupils listen and point to the correct pictures.
- Play again, pausing to ask more questions: Ask *Where can the children go today? (To the beach.) Why? (Because it's hot and sunny.)* What weather does Lucas like? (*Cold, snowy weather.*) What's Lily's favourite weather? (*Windy.*) Why? (*She likes flying her kite.*) What's Anna's favourite weather? (*Rainy.*) Explain/Confirm the meaning of *getting wet*.

#### CD2:40

**Tom:** Today it's hot and sunny. Good! I love sunny weather. We can go to the beach. What about you, Lucas? Do you like hot and sunny weather?

**Lucas:** Yes, I do. But I also like cold weather – and warm weather.

**Lily:** Cold weather?

**Lucas:** Yes! I really like snowy weather.

**Lily:** Oh, yes! We all like snowy weather. Playing in the snow is fun.

**Lucas:** I don't like cloudy days though.

**Tom:** No, and I don't like foggy weather. You can't see anything in the fog!

**Lucas:** What about you, Lily? What's your favourite weather?

**Lily:** I like windy days. I like flying my kite in the wind.

**Lucas:** What about you, Anna? What weather do you like?

**Anna:** I like rainy days. I love getting wet! Splish! Splash!

#### 2 Listen, point and repeat.

- Say *Now listen, point and repeat.* Play the recording. Pupils listen and repeat the words while pointing to the correct items in the picture. Then play again. Pupils repeat while reading the words in the vocabulary list.

**CD2:41** : see Pupil's Book page 92

#### 3 Listen and say the numbers.

- Say *Listen and say the numbers.* Play the first sentence on the recording. Elicit the number. Play the rest of the recording, pausing for pupils to say the numbers.

**Key:** 6 8 4 3 1 9 5 7 2

#### CD2:42

It's cloudy. It's windy. It's warm. It's cold. It's hot. It's rainy. It's snowy. It's foggy. It's sunny.

#### 4 Ask and answer with a friend.

- Pupils ask each other about the different types of weather. They use the Remember! box to help them.

### Activity Book page 74

#### 1 Look and match.

- Pupils match the correct picture in each pair to the weather word.

**Key:** 2 a 3 b 4 b 5 a 6 a 7 b 8 b

#### 2 Write the words.

- Pupils label the picture with the correct words.

**Key:** 2 warm 3 cold

#### My picture dictionary → Go to page 92: Find and write the new words.

- Pupils turn to the picture dictionary on page 92. They write the new words under the correct pictures.

**Key:** cold, cloudy, foggy, hot, rainy, snowy, sunny, warm, windy

### Ending the lesson

- Play *Last one standing* (see page xv), with sentences about the weather, e.g. *I like walking in the rain. Snowy days are fun. I don't like windy weather.*

**Extra activities:** see pages TB121 to TB122 (if time)



**Lesson aims** Pupils talk about what the weather is like today and what it was like yesterday.

**New language** *What was the weather like (yesterday)? It was (cold and rainy).* | *What's the weather like today? It's (hot and sunny).* | so (= therefore)

**Recycled language** weather conditions | *We can go out and play. Hooray!* | *yesterday morning/evening/afternoon, last night*

**Materials** CD2 | Flashcards: 80–88 | Sunglasses, a woolly hat, a raincoat with a hood | A music CD | A small piece of card for each pupil with two weather symbols on it, e.g. cold and sunny – each card should be one of a matching pair (i.e. there is another card with the symbols for cold and sunny)

### Warmer

- Revise weather with the flashcards. Mime getting dressed for a particular kind of weather (e.g. putting on boots and putting up an umbrella) or doing an activity associated with a type of weather (e.g. flying a kite). Pupils say, e.g. *It's rainy!* Repeat with different mimes. Volunteers can mime too.

### Presentation

- Ask *What's the weather like today?* Point outside to confirm the meaning. Pupils reply, e.g. *It's cloudy and warm.* Ask *What about yesterday? What was the weather like?* Pupils can reply with just adjectives, e.g. *Sunny and warm.*

### Pupil's Book page 93

#### 5 Listen and match. Then sing the song.

- Say *Open your books at page 93, please.* Point to each of the windows and ask *What's the weather like today? (Cold and snowy. / Hot and sunny.)* Point to the thought bubbles and explain: *The children are thinking about yesterday. What was the weather like? (Foggy./Rainy.)*
- Say *Listen and match.* Play the recording. Pupils listen and match each set of pictures (a and b) to a verse in the song. Explain the meaning of so.
- Then say *Sing the song.* Play the recording again, until pupils are singing confidently. You can also divide the class into two groups. One group sings the questions in lines 1 and 3 of each verse, the other group sing the answers in lines 2 and 4. They all sing lines 5, 6 and 7.
- Pupils can sing along to the version of the song with words, or to the karaoke version of the song.

**Key:** 1 b 2 a

**CD2:43** : see Pupil's Book page 93

#### 6 Listen and answer the questions.

- Books closed. Write which day it was yesterday on the board (e.g. *Sunday*) and the following times in a column: *8 am, 3 pm, 7 pm, 11 pm.* Point to the first time and say *Is this yesterday afternoon? (No, yesterday morning.)* Write the phrase *yesterday morning* next to the time. Elicit a phrase for the other times (*yesterday afternoon, yesterday evening, last night*).
- Books open. Say *Listen and answer the questions.* Play the first question on the recording. Pupils look at the photo and answer with a complete sentence. Repeat for the other questions.

**Key:** 1 It was hot and sunny. 2 It was cloudy. 3 It was rainy. 4 It was cold and snowy.

#### CD2:44

- 1 What was the weather like yesterday morning?
- 2 What was the weather like yesterday afternoon?
- 3 What was the weather like yesterday evening?
- 4 What was the weather like last night?

#### 7 Ask and answer with a friend. Say true or false.

- Ask two volunteers to read the speech bubbles. Point out that they can ask about today or yesterday and make true or false sentences.
- Pupils ask and answer in pairs. They use the Remember! box to help them. Circulate and check they are using *is* or *was* appropriately.

### Activity Book page 75

#### 3 Look and write.

- Pupils look at the pictures and complete the questions and answers.

**Key:** 2 What was, yesterday afternoon, It was hot, sunny.  
3 What was, yesterday evening, It was warm, windy.  
4 What was, last night, It was cold, foggy. 5 What's the weather like today, It's hot and cloudy.

#### 4 Answer the questions.

- Pupils answer the questions with true information.

### Ending the lesson

- Put on the sunglasses and say *It's hot and sunny.* Put on the woolly hat and say *It's cold and snowy.* Put on the coat and say *It's cloudy and rainy.* Pupils sit in a circle. Hand out the items. Play some music. Pupils pass the items around. Stop the music. Whoever has the items puts them on. Ask each pupil with an item *What's the weather like?* He/She answers according to what they have on, e.g. *It's cloudy and rainy.* Start the music again and repeat. As pupils become familiar with the game, choose volunteers to ask the question.

**Extra activities:** see page TB122 (if time)

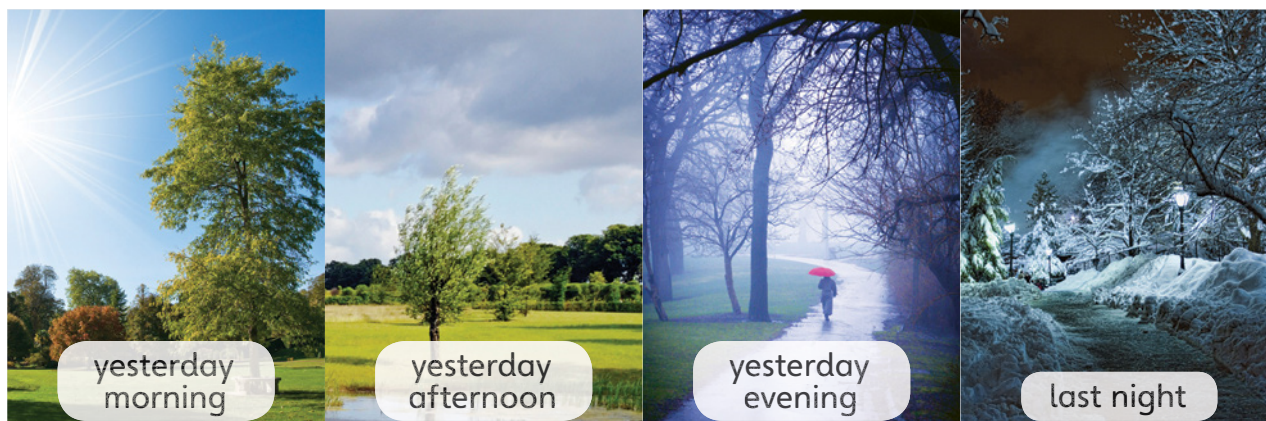


**5**  **Listen and match. Then sing the song.**

- 1 What was the weather like yesterday?  
 It was cold and rainy.  
 What’s the weather like today?  
 It’s hot and sunny.  
 Today it’s hot and sunny.  
 So we can go out and play.  
 Hooray!
  
- 2 What was the weather like yesterday?  
 It was cold and foggy.  
 What’s the weather like today?  
 It’s cold and snowy.  
 Today it’s cold and snowy.  
 So we can go out and play.  
 Hooray!



**6**  **Listen and answer the questions.**



**7**  **Ask and answer with a friend. Say true or false.**

What was the weather like yesterday?

It was cold and snowy.

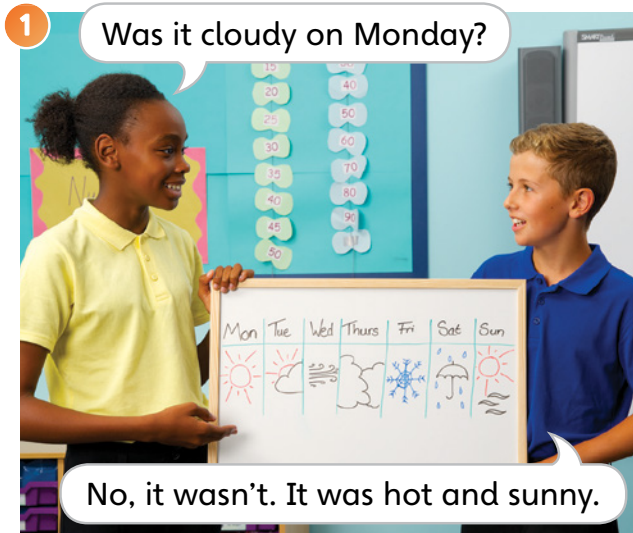
False! It was cold and rainy.

**Remember!**

It was cold and rainy yesterday.  
 It’s hot and sunny today.



**8** CD2 45 Listen and repeat.



**9** CD2 46 Look at the weather diary. Listen and answer the questions.

Weather diary						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

**10** About Me Make a weather diary. Ask and answer with a friend.

Was it hot and sunny on Saturday?

No, it wasn't. It was cold and rainy.

**11** CD2 47 Go to page 103. Listen and repeat the chant.

**Remember!**

Was it hot and sunny on Monday?  
 Yes, it was. No, it wasn't.



**Lesson aims** Pupils practise asking and answering about the weather on different days.

**New language** *Was it (cloudy) on (Monday)? Yes, it was. / No, it wasn’t.*

**Recycled language** days of the week | *It was (hot and sunny).* | *diary*

**Materials** CD2 | Flashcards: 80–88 | Word cards: see page TB110, newspaper weather reports (maps of pupils’ country or region with symbols) for four or five days in the past week or access to an internet weather site (optional)

### Warmer

- Play the song from the previous lesson. Pupils join in and do mimes for the different weather conditions (stamping their feet and looking sad for *cold and rainy*, eating ice creams for *hot and sunny*, etc.).

### Presentation

- Elicit the days of the week and write them in a row on the board. Stick weather flashcards below each day, e.g. Monday – warm, Tuesday – cloudy, Wednesday – rainy, Thursday – cold, Friday – foggy, Saturday – windy, Sunday – snowy. Ask pupils, e.g. *What was the weather like on Friday? Was it sunny?* Encourage them to use the short answers *Yes, it was* or *No, it wasn’t*. Repeat for different days.

### Pupil’s Book page 94

#### 8 Listen and repeat.

- Say *Open your books at page 94, please*. Point to the two photos. Say *Listen and repeat*. Play the recording. Pupils repeat the questions and answers.

**CD2:45** : see Pupil’s Book page 94

#### 9 Look at the weather diary. Listen and answer the questions.

- Point to the pictures and say *Look. It’s a weather diary*. Remind pupils that they saw a food diary in Unit 5 (Pupil’s Book page 63). In pairs, pupils work out what each symbol in the diary means. Ask some questions with *Was it ...?* without repeating the questions from the recording, e.g. *Was it hot on Friday? Was it sunny on Thursday?*
- Say *Listen and answer the questions*. Play the recording, pausing after each question to elicit the answer. Elicit correct sentences for the *No* answers.

**Key:** 1 Yes, it was. 2 No, it wasn’t. It was rainy. 3 No, it wasn’t. It was hot and sunny. 4 Yes, it was. 5 No, it wasn’t. It was cold (and foggy).

#### CD2:46

- 1 Was it snowy on Friday?
- 2 Was it foggy on Saturday?
- 3 Was it cold on Monday?
- 4 Was it windy on Wednesday?
- 5 Was it hot on Thursday?

#### 10 Make a weather diary. Ask and answer with a friend.

- Pupils work individually to draw seven columns for a weather diary, draw symbols and write the weather words. Then they work in pairs and take turns to guess the weather on each day. They use the Remember! box to help them. Circulate and make sure pupils are using *was* and *wasn’t*.

#### 11 Go to page 103. Listen and repeat the chant.

- Say *Go to page 103. Listen and repeat*. Play the recording. Pupils listen and repeat the chant, following the text on page 103. Repeat until pupils are chanting confidently.

**CD2:47** : see Pupil’s Book page 103

### Activity Book page 76

#### 5 Read and match. Then write the days.

- Pupils read the questions and answers and label the correct pictures.

**Key:** 2 a Thursday 3 c Friday 4 e Wednesday 5 d Monday

#### 6 Look and complete the questions and answers.

- Pupils look at the pictures and complete the questions and answers.

**Key:** 2 Was it, Yes, it was. 3 Was it, cold, cloudy. 4 Was it, No, it wasn’t. It was hot and windy.

### Ending the lesson

- Tell pupils to look carefully at the weather diary in the Pupil’s Book. Give them two minutes to memorise the weather on each day. Books closed. Make teams of four or five pupils. Ask the teams questions about the diary in turn, e.g. *Was it sunny on Monday?* They talk together and agree on an answer. Ask each team three or four questions in total. Keep score on the board.

**Extra activities:** see page TB122 (if time)



**Lesson aims** Pupils consolidate language of the unit and practise the skills of reading and speaking, with extended writing in the Activity Book.

**New language** *festival, fantastic, amazing, snow sculpture, snowmen* | *Best wishes* | *hot-air balloon*

**Recycled language** weather, months of the year | *How are you? I'm fine.* | *country, birthday, photo, favourite, building, animal, family, beautiful, at night* | *When's your birthday? It's in (December).*

**Materials** CD2 | Photos or leaflets/posters about local festivals | A world map

### Warmer

- Draw a snowman on the board and ask *What's this?* Present/Elicit *snowman*. Ask pupils *Can you build a snowman? Do you build snowmen at home?*

### Pupil's Book page 95

#### Let's start! Is it snowy in your country?

- Say *Open your books at page 95, please.* Ask the opening question: *Is it snowy in your country?* If the answer is yes, ask *What do you do when the weather is snowy? What games do you play? What sports do you do?* If the answer is no, ask pupils if they have ever visited a snowy country or for examples of countries where it usually snows.
- Ask *Is Japan a snowy country? (Yes, it is.)* Show pupils where Japan is on a world map. Explain that they are going to read an email from someone who lives in Japan.

#### 12 Read and listen. Then match.

- Say *Look at the email. What's the writer's name? Who is it from? (Yasuko.) Ask Who is Yasuko writing to? (Kalu.)* Tell pupils to look at the photos. Ask *What can you see?* Elicit ideas but don't confirm at this stage.
- Tell pupils to read and listen only. Play the recording.
- Say *Now read, listen and match.* Play the recording again. Pupils match each of the numbered paragraphs in the email to a photo.

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

**CD2:48** : see Pupil's Book page 95

#### 13 Read and say true or false.

- Read the sentences aloud with the class and check comprehension. Make sure pupils know the meaning of *festival* and *snow sculpture*. Pupils read the email again and answer *true* or *false* individually. Elicit correct sentences for the false answers.
- Check the activity by asking pairs of pupils to read the sentences and say if they are true or false. For false activities, pupils could correct them with true ones.

**Key:** 1 false (It was on Saturday.) 2 false (She was with her family.) 3 false (It's in February.) 4 true 5 true

#### 14 Ask and answer with a friend.

- Elicit the months of the year, write them on the board and practise pronunciation. Read through the questions in activity 14 with the class first. Practise saying the questions in chorus.
- Pupils discuss the questions in pairs. Circulate and help with new language. Show information about local festivals (posters, leaflets) to give pupils ideas, if necessary.

### Activity Book page 77

#### 7 Read about Jane's favourite festival and answer the questions.

- Pupils read the paragraph. Tell them that Bristol is a city in England. Point out that Jane writes about when and where the festival happens, what you can see and do, and why she likes it.

#### 8 Answer the questions for you.

- Pupils write answers about the festival of their choice. Circulate and help with new language.

**Key:** Answers will vary, for example: 1 music festival 2 every July 3 hot and sunny 4 concerts/bands/singers 5 You can listen to music.

#### 9 Write about your favourite festival.

- Pupils write about their favourite festival using the model paragraph from activity 7 and their answers from activity 8.

#### 10 Ask and answer with a friend.

- Pupils ask and answer in pairs. Circulate and help with new language.

### Ending the lesson

- Play *Stand in order* (see page xvi) with pupils' birthdays. Pupils stand in a line with the person whose birthday is first in the year on the far left and the person whose birthday is last on the far right. Ask *When's your birthday?* When you find someone whose birthday is in January and February, tell them to move to the left. They have to ask each other *When's your birthday? Which day?* in order to work out whose birthday comes first.
- If possible, leave pupils to organise themselves into a line. When the line is complete, check by asking, e.g. *Who's older – Franklin or Paulina?* or *When's your birthday, Roberto?*

**Extra activities:** see page TB122 (if time)

## Skills: Reading and speaking

Let's start!

Is it snowy in your country?

12

CD2  
48

Read and listen. Then match.

Hi Kalu,

<sup>1</sup> How are you? I'm fine. It was my birthday on Saturday. I'm eleven now. My birthday was great. It was a cold and snowy day and I was at the Sapporo Snow Festival with my family.

<sup>2</sup> The snow festival is every year in February. It's fantastic. It's really big and there are lots of amazing snow sculptures. This is a photo of my favourite snow sculpture this year. Can you see what it is? It's a snow building.

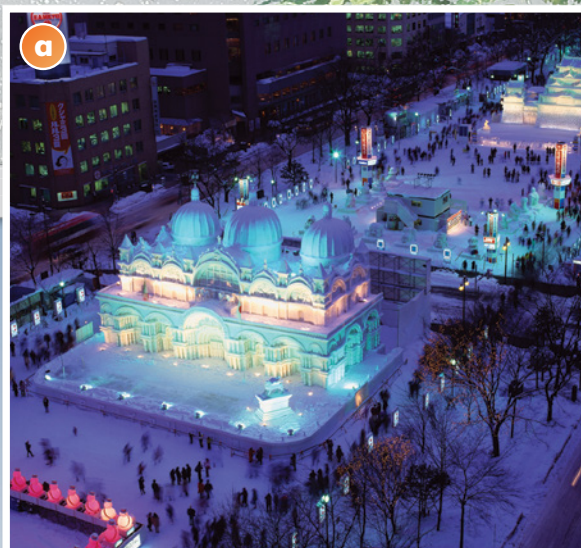
<sup>3</sup> There are also snow animals and lots of snowmen and women. This is a snow family!

<sup>4</sup> The snow festival is beautiful at night too. What's your favourite festival?

Email me soon.

Best wishes,

Yasuko



13

Read and say *true* or *false*.

- 1 Yasuko's birthday was on Sunday.
- 2 Yasuko was at the snow festival with her friends.
- 3 The snow festival is every April.
- 4 Yasuko likes the snow festival.
- 5 You can see lots of snow sculptures at the festival.

14

Abou Me

Ask and answer with a friend.

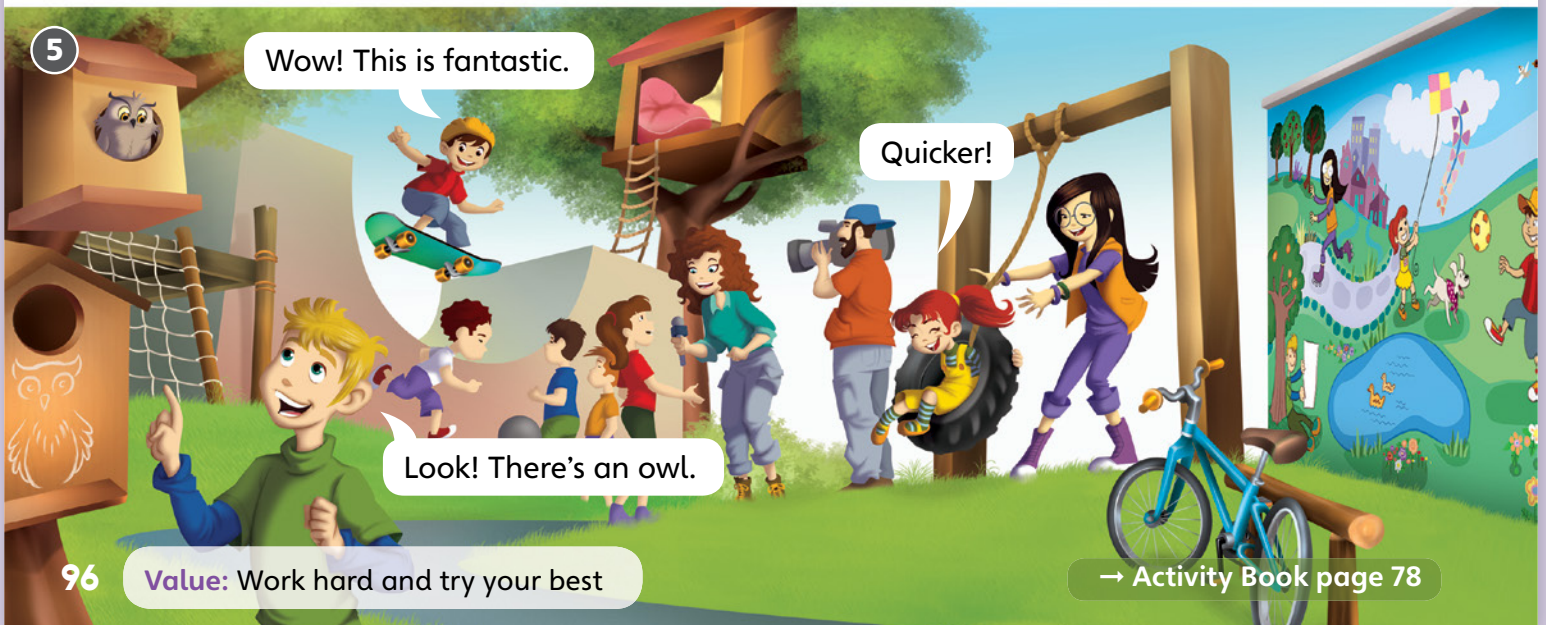
When's your birthday?  
 What festivals do you have in your country?  
 What's your favourite festival?

## Writing



Activity Book page 77: Write about your favourite festival.







**Lesson aims** Pupils consolidate language with a story. They discuss the value of working hard and trying your best.

**New language** *everyone, ready, opening party | What time does the party start? Hurry up, We're late. | hard work / work hard, try your best*

**Recycled language** *adventure playground | Well done | come | days of the week, telling the time | Welcome | I want to be ... | fantastic | quicker | There's ... | Ow!*

**Materials** CD2 | A clock with moveable hands (for teaching the time) | A piece of paper for each pupil with 16 blank circular clock faces on it, with numbers, but no hands – the pupils will draw these (optional)

### Warmer

- Set the clock at three o'clock or draw a clock showing three o'clock on the board. Ask *What time is it? (It's three o'clock.)* Repeat for different times, practising *o'clock* and *half past*.
- If you have enough clocks for everyone in the class, say different times, e.g. *It's half past five*. Pupils set the hands of their clock to the correct time.

### Introduction

- Remind pupils of the story from Unit 7: *What do the children need? (Bikes and helmets.) What do they find in the garage? (A tortoise.) Is it Lily's tortoise? (No, it isn't.) Who is Kim? (Lily's cousin.) What does Kim give the children? (Her old bike and a helmet.) Why? (It's a reward for finding the tortoise, Speedy.)* Tell pupils that this is the last episode in the story. Ask *Is the adventure playground finished? Let's find out.*

### Pupil's Book page 96

#### 15 Read and listen.

- Say *Open your books at page 96, please.* Read the text in frame 1 aloud to check pupils' guesses in the Introduction. Check comprehension of *ready*. Ask *What type of party is it? (An opening party.)* Explain/Elicit that people have an opening party when something new opens (e.g. a restaurant, gallery, film, shop).
- Say *Look at frame 1. What's this? (An email/invitation to the party.) Who's it from? (Daisy.) Look at frame 2. What's Tom doing? (Looking at his watch / the time.) Why? (Pupils guess.) Who's the woman in frame 3? (Daisy.) What's the man's job? (He's a cameraman.) What is Daisy doing in frame 4? (She's opening the adventure playground / cutting a ribbon.)* Ask pupils what they can see in frame 5. Can they spot all the things from previous episodes of the story?
- Say *Read and listen.* Play the recording. Pupils follow the story in their books.

- At the end of the story, ask: *Who opens the adventure playground? (Daisy.)* Explain the meaning of *hard work*.
- Then play the recording again, pausing to ask more questions: Frame 1: *When's the party? (On Saturday at four o'clock.)* Frame 2: *What's the problem? (The children are late.)* Confirm the meaning of *late* and ask pupils to guess what *hurry up* means. Frame 3: *Who wants to be on TV? (Anna.)* Frame 4: *What's open? (The adventure playground.)* Frame 5: *What does Tom see? (An owl.) Where is it? (In the owl box.)*
- Pupils can listen to the story again for pleasure, or pause after each line for pupils to repeat. Encourage pupils to use gestures and intonation from the story.

**CD2:49** : see Pupil's Book page 96

### Value Work hard and try your best

- Pupils look at frame 3 of the story again. Ask *What does Daisy say 'thank you' for? (The children's hard work.)* Ask *Do the children work hard? (Yes, they do.)* Elicit the things they helped to make and find for the adventure playground, using the picture in frame 5.
- Ask *Do the children like the adventure playground? Are they happy? (Yes.)* Ask what the people are doing in the playground in frame 5 (*Anna's swinging on a tyre. Lucas is skateboarding. Tom's in the nature zone.*). Say *It's good to work hard and try your best.* Explain the meaning of *try your best*. Point out that all the children's hard work has helped make an adventure playground for everyone.
- Ask pupils if they have worked hard on a project/new subject at school or outside school recently. Encourage them to give examples.

### Activity Book page 78

#### 11 Read and match.

- Pupils match the speech bubbles in the frames to the text in the box.

**Key:** b 2, c 1, d 4

#### 12 Look at activity 11. Write yes or no.

- Pupils read the sentences and write *yes* or *no*, referring back to the story frames in activity 11.

**Key:** 2 no 3 no 4 no 5 yes

### Ending the lesson

- Books closed. Play *The last word* (see page xvi) with sentences about the story, e.g. *The opening party is on ... (Saturday). The party is at four ... (o'clock). Tom says, 'Hurry ...' (up). Daisy says, 'Thank you for your hard ...' (work). Anna wants to be on ... (TV). The adventure playground is now ... (open). Tom says, 'There's an ...' (owl). Lucas thinks the playground is ... (fantastic).*

**Extra activities:** see pages TB122 to TB123 (if time)



**Lesson aims** Pupils practise the function of asking when things start. Pupils also practise saying the consonant cluster *nd* /nd/.

**New language** *When does the (film) start? | We have time. | talent show | /nd/ – eland, land*

**Recycled language** *What time does the (birthday party) start? At (five) o'clock. / At half past (seven). | Hurry up. We're late.*

**Materials** CD2 | Pieces of blank paper, photos of events (e.g. parties, festivals, competitions, films), scissors, glue (optional)

### Warmer

- Ask questions about the story from the previous lesson, e.g. *Where do the children go? (To an opening party.) What day is the party? (Saturday.) Who opens the adventure playground? (Daisy.) What do the children do at the playground? (Play on the swing. / Look at nature. / Go skateboarding.)*

### Presentation

- Remind pupils that before the children go to the party at the adventure playground, Anna asks a question. Write *What \_\_\_ does the party \_\_\_?* on the board. Ask *Can you remember the missing words?* Pupils check in their books (Pupil's Book, page 96), if necessary. Elicit the missing words (*time, start*) and write them on the board. Elicit the reply from the story (*At four o'clock.*) Remind pupils that Tom says *Hurry up!* because the children are late for the party.
- Explain that pupils are going to practise asking when events start in this lesson.

### Pupil's Book page 97

#### 16 Listen and repeat. Then act.

- Say *Open your books at page 97, please.* Point to the first photo and ask *Who's asking the question? (The boy on the left.) Who's answering? (The boy on the right.)* Repeat for the second photo. Focus on the woman's reply when the girl says the time. Explain/Elicit the meaning of *We have time.*
- Play the recording, pausing after each dialogue to check comprehension.
- Say *Now listen and repeat.* Play the recording again, pausing for pupils to repeat each line with the correct pronunciation and intonation.
- Pupils act out similar dialogues in pairs, using the events in the word box or their own ideas. Go through the words first to check pupils understand any new language (e.g. *talent show*). Encourage them to act (e.g. looking at timetables / their watches) and to use the correct intonation. Check the activity by asking pairs of pupils to act out their dialogues.

**CD2:50** : see Pupil's Book page 97

#### 17 Listen and repeat.

/nd/

- In this activity, pupils practise saying the consonant cluster *nd* /nd/.
- Say *Look at the photo in activity 17. It's an eland. Is it in the sea? (No, it's on land.)* Use the photo to review *grass*.
- Then say *eland* – /nd/ /nd/ /nd/ – *eland*. Pupils repeat, emphasising the /nd/ sound.
- Say *Listen and repeat.* Play the recording. Pupils listen and repeat the sound sentence twice.
- Encourage pupils to think of other words with the letters *nd*. Help them by doing mimes for *stand up*, holding up your *hand* and drawing pictures of the *ground* floor and *second* floor of a building. Elicit days of the week that have the sound (*Monday, Sunday*).

**CD2:51** : see Pupil's Book page 97

### Activity Book page 79

#### 13 Look and tick the pictures that show the value: work hard and try your best.

- Remind pupils of the value from the previous lesson. They tick the pictures that show people working hard and trying their best.

**Key:** Pupils tick pictures 4 and 5.

#### 14 Look and write the words with the nd sound.

- Read the instructions and make sure pupils know they need to write only the words with the sound /nd/.

**Key:** (in any order) 2 playground 3 windy 4 panda 5 sand

### Ending the lesson

- Play *Listen and do* (see page xv). Say a list of words, some with the sound /nd/. When pupils hear a word with the sound, they wave their hands in the air. If the word doesn't have the sound /nd/, they do nothing.

**Extra activities:** see page TB123 (if time)

16

CD2  
50



Listen and repeat. Then act.

TV programme   talent show   film   snow festival  
 birthday party   swimming competition

1

When does the **film** start?

At five o'clock.

Hurry up! We're late.

2

What time does the **birthday party** start?

OK, we have time.

At half past seven.

Say it!

17 CD2 51 Listen and repeat.

**Elands** eat grass and are **land** animals.

eland

→ Activity Book page 79      Function: Asking when things start      Pronunciation: *nd* 97



# What’s the weather like around the world?

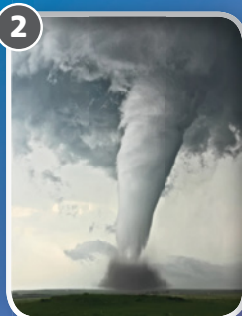




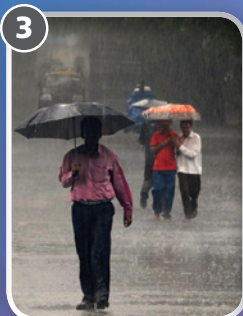
**1** Listen and repeat.



hurricane



tornado



rainstorm



blizzard



thunder and lightning

**2** Watch the video.

**3** What’s the weather like? Read and match.

- 1 This weather’s snowy and very cold.
- 2 It’s a cone-shaped storm above the land.
- 3 This weather’s cloudy and very rainy.
- 4 After we see this, it’s very noisy.
- 5 It goes above the sea, then on the land. It’s got an eye.



**4** What type of weather would you like to write about in a story?

**Guess! What!**

The middle of a hurricane is called its eye.

**Project**

**5** Make a weather chart for your country.

Months	Weather
January	rainy
February	cold
March	snowy
April	sunny
May	rainy
June	warm
July	rainstorm
August	thunder and lightning
September	hurricane
October	foggy
November	snowy
December	cold



**Lesson aims** Pupils learn about and identify extreme weather conditions.

**New language** *around the world* | hurricane, tornado, rainstorm, blizzard, thunder, lightning | *middle*

**Recycled language** *What's the weather like?* | weather conditions | *cone-shaped, above, after, noisy, sea, land, eye*

**Materials** CD2 | Flashcards: 80–88 | DVD (optional) | Photos of extreme weather which has affected the pupils' hometown, region or country (e.g. heavy snowfall, flooding, hurricane, storm damage) or which has been in the news recently | World map or globe

### Warmer

- Revise weather conditions using the flashcards. Then play *Bingo* (see page xiv) with the weather words.

### Presentation

- If possible, show photos of extreme weather which has affected the pupils' hometown, region or country or been in the news recently. For each photo ask *What type of weather is this?* and, if relevant, *Where is it? What month is it?* Provide new language as necessary. If you don't have photos, talk briefly about an extreme weather event or elicit examples from recent months.

### Pupil's Book page 98

#### **What's the weather like around the world?**

- Say *Open your books at page 98, please. Ask What type of weather can you see? (Sunny.) Ask What else can you see in the photo? Elicit known items and present new words. Encourage pupils to say more about the photo, Where is it? Do they like weather like this? What does it feel like? What can people do?*

### Pupil's Book page 99

#### **1 Listen and repeat.**

- Say *Now look at page 99, please. Use the photos to present the extreme weather conditions. For photo 5, explain that first we see lightning and then we hear thunder.*
- Ask pupils if they have experienced any of these types of extreme weather. Ask *When? Where? Was it scary?*

**CD2:52** : see Pupil's Book page 99

### **2 Watch the video.**

- Play the video.
- If you don't have the video, ask pupils to look at the photos in activity 1 again and think about what the weather is like in each one. They talk about it in pairs, e.g. *In a hurricane it's very windy and rainy.* Circulate and help with new language.

**Video 08** : see page TB128

### **3 What's the weather like? Read and match.**

- Pupils read the sentences and match each one to a photo. Check comprehension of *cone-shaped* and *noisy*.

**Key:** 1 – 5 2 – 1 3 – 2 4 – 3 5 – 4

### **4 What type of weather would you like to write about in a story?**

- Pupils think about which type of extreme weather from the lesson they would like to write about. Elicit ideas and ask why.
- Pupils then read the Guess What! fact: *The middle of a hurricane is called its eye.* Elicit the meaning of *eye* and make sure pupils know where the middle is. Ask *What's the weather like in the eye of a hurricane? (It's quieter/calmer.)*

### Activity Book page 80

#### **1 Put the letters in order. Then match and write.**

- Pupils read the descriptions and match them to the pictures. Then they solve the anagrams.

**Key:** 2 c rainstorm 3 d hurricane 4 b tornado 5 a thunder, lightning

#### **2 What's the weather like in Adventure Land? Draw and write.**

- Tell pupils that Adventure Land is an imaginary place. They draw pictures of different weather in the areas on the map and write labels. Answers will vary.

### Ending the lesson

- Books closed. Tell pupils to write numbers 1 to 6 in their exercise books. Read the following definitions. Pupils write the words. 1 *This is a very bad storm. It looks like a cone. (Tornado.)* 2 *This weather is cold. It's a snowstorm. (Blizzard.)* 3 *This storm has an eye in the middle. (Hurricane.)* 4 *We see this light in the sky in a storm. (Lightning.)* 5 *People need umbrellas in this weather. (Rainstorm.)* 6 *We hear this in a storm. It's very noisy. (Thunder.)*

**Extra activities:** see page TB123 (if time)

**Lesson aims** Pupils make a weather chart for their country. They also complete the evaluation in the Activity Book.

**Recycled language** weather conditions | Pupils revise all unit vocabulary and grammar in the end of unit evaluation.

**Materials** Flashcards: 80–88 | 12 large pieces of card, each with a month of the year on it | Word cards: see page TB110, a large piece of blank paper for each pair of pupils, atlases or world maps, scissors, sticky tack, colouring pens (optional)

### Warmer

- Write *What's the weather like?* on the board. Pupils work in pairs to write as many different sentences to answer this question as they can, e.g. *It's windy. There's a hurricane.* Show the flashcards as prompts if necessary. Set a time limit of three minutes. Elicit sentences and write them on the board.

### Introduction

- Give out the cards with the months of the year to 12 pupils in random order. These pupils come to the front and line up in the correct order, from January to December. Prompt by asking *Which month is first? What's the second month? Which month is after February?* The rest of the class help with the answers.
- When the 12 pupils are in the correct order, they hold their cards so the class can read the words. Practise saying the words with the whole class. Then say a sentence about a month, e.g. *This month is before December.* The pupil with the correct card (e.g. November) steps forward, hands you the card and sits down. Repeat until all the pupils are sitting down. Once pupils get the idea, you could ask volunteers without cards to make the sentences about the months.

### Pupil's Book page 99

#### 5 Make a weather chart for your country.

- Say *Open your books at page 99, please. Look at the weather chart.* Use the photo of the finished project to introduce the idea of weather patterns over the course of a year. Ask questions about the chart, e.g. *What's the weather like in January, February and March? When is it snowy? When are there rainstorms and hurricanes?*
- Say *Now make your own weather chart.* Pupils work in pairs. They decide how to divide the year in their region. Ask *Which months are rainy? When is it usually sunny? Are there some months when we have storms?* Circulate and help pupils design their chart or draw a basic chart for the region on the board for the class to copy. In their pairs, pupils complete each section of the year in their chart with pictures and word labels to show the usual weather. Help with new language as necessary.

- Pupils compare their weather charts in small groups and talk about them, e.g. *In Bogotá from January to March it's cold and cloudy. It's usually foggy in the morning. In April and May it's very rainy. From June to August it's warm and it isn't rainy. September, October and November are rainy and windy months. It's cloudy and foggy again. There are sometimes very bad rainstorms. In December it isn't rainy. In Bogotá the weather can change in one day. In the morning it can be sunny and in the afternoon there is a very bad storm!*
- Pupils could also write a short paragraph describing their chart, with your help.

### Activity Book page 81 – Evaluation

#### 1 Look and write.

- Pupils complete the dialogues with the words and phrases in the box, referring to the pictures.

**Key:** 1 It was 2 Was it, it wasn't 3 Was it, yesterday evening, it was 4 Was it, yesterday afternoon, it was

#### 2 Complete the sentences about this unit.

- Pupils complete the sentences about what they have learned to do in Unit 8.

**Key:** Answers will vary, for example:

- 1 I can talk about the weather.
- 2 I can write about a festival in my country.
- 3 My favourite part is the story.

#### 3 Guess what it is.

- Pupils read the clue and look at the close-up photo. They guess what the weather is and then write the word in the puzzle on page 93 of the Activity Book.

**Key:** rainy

### Ending the lesson

- Pupils repeat their favourite activity from the unit.

**Extra activities:** see page TB123 (if time)