

# 3

# How does the weather change?

## SKILLS

- Listening:** Can understand simple phrases about likes and dislikes.
- Reading:** Can understand simple sentences about the weather, if supported by pictures.
- Speaking:** Can say what the weather is like using basic phrases.
- Writing:** Can write simple sentences about what people are wearing, given prompts or a model.

## GRAMMAR

- Grammar 1:** Can use "It's ..." with adjectives and verbs in the "-ing" form to refer to weather.
- Grammar 2:** Can use "I'm wearing ..." with common items of clothing.

## VOCABULARY

- Key vocabulary 1:** windy, foggy, thunder, lightning, storm, hail, sleet, tornado
- Key vocabulary 2:** scarf, cap, sunglasses, sweat suit, sneakers, flip flops, robe, slippers

- Video vocabulary:** rain, vase, jug, bowl, ice, steam, air, pour
- Reading 1 vocabulary:** sun, water, change, sky, cloud, grass, tree, fall, go around
- Reading 2 vocabulary:** amazing, blow, coat, snow, wet, boots, splash, puddle
- Passive vocabulary:** heavy, light, cycle, vapor
- Revised vocabulary:** wear, like, sunny, rainy, hot, warm, cold, snowy

## PROJECTS

- Make a *My Weekend Clothes* chart
- Make a weather postcard

## VIDEOS

- Vloggers: A Weather Experiment (3-1)
- Tommy Zoom: The Wrong Weather Parts 1-3 (3-2, 3-3, 3-4)

## VALUE

- Wear the right clothes for the weather

## Unit opener

### OBJECTIVES

- Listening:** Can identify the context of short, simple dialogs related to familiar everyday situations.
- Speaking:** Can describe weather conditions in their country using simple language.
- Vocabulary:** Video vocabulary

### MATERIALS

- SB pp. 36-37
- WB p. 32
- WB key p. 212
- Video 3-1
- Video script p. 247
- Pearson English Platform

### Big Question

- Ask students about the weather today to check what weather words they already know.
- Read the Big Question *How does the weather change?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster and put it up on the wall. Tell students you will continue adding to it as you go through the unit.

### Lesson objective

Explain the lesson objective: To talk about rainy weather.

### SB Act. 1 p. 37

Circle the weather words in blue and the clothes in red.

- Ask students to identify and circle the words.

### SB Act. 2 p. 37

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture. Discuss.

### Differentiation

**Struggling learners:** Students say five words from the picture.

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# How does the weather change?

## Listening

- I can understand what others like and don't like.

## Reading

- I can understand simple sentences about the weather.

## Speaking

- I can say what the weather is like.

## Writing

- I can write about what people are wearing.



- 1** Circle the weather words in blue and the clothes in red.



- 2** Look at the picture and discuss.

- What's the boy doing?
- Does it rain a lot in your country?
- Do you like rain?

- 3** Watch the video. Then check (✓) the correct answer.



What are they making?

ice ☐ rain ☒ ice cream ☐

British	American
swimming costume	swimsuit/ bathing suit
sitting room	living room

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## WB p. 32

### What do you know?

- Ask students to think of the Big Question and write in the box the weather words they already know.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

## WB Act. 1 p. 32

### What do you learn about in this unit? Read and complete.

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

## SB Act. 3 p. 37



### Watch the video. Then check (✓) the correct answer.

- Ask students to look at the video still and read the options. Can they guess what the children are making?
- Play the video.

## International English

Focus students' attention on the difference between British and American English for the same words: *swimming costume* and *swimsuit/bathing suit*; *sitting room* and *living room*. Can they think of any others?

## Extra activity

## COLLABORATION

Put students into groups. Ask them to identify and draw key stages of the experiment.

## WB Act. 2 p. 32



### Watch the video. Read and circle.

## WB Act. 3 p. 32



### Watch the video again. Number the sentences in the correct order.

## WB Act. 4 p. 32

What's the weather like in your town/city today? Draw and write.

## Stretch activity

## COLLABORATION

Students work in pairs or in small groups to find out more information about the weather today in a chosen region or in another country.

## Objective review



Ask students what they like about rainy weather. Praise their effort.

## 3

## Vocabulary 1 • Pre-reading 1

## OBJECTIVES

- Listening:** Can understand basic phrases about the weather, if spoken slowly and clearly.
- Speaking:** Can say what the weather is like using basic phrases.
- Vocabulary:** windy, foggy, thunder, lightning, storm, hail, sleet, tornado

## MATERIALS

SB pp. 38–39  
WB pp. 33–34  
WB key p. 212  
SB audio tracks 1-20, 1-21, and 1-22  
Picture cards 33–40  
Pearson English Platform

## Warm-up

Review weather vocabulary. Say *Tell me words to describe a summer/winter/spring/fall day.*

## Lesson objective

Explain the lesson objective: To talk about weather conditions.

## SB Act. 1 p. 38

Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-20 twice, pausing after each word. Students point at the pictures and then repeat the words. Check pronunciation. Explain that the letters *gh* in *lightning* are silent.

## SB Act. 2 p. 38

Listen and number.

- Play track 1-21 twice, pausing after each word. Students number the pictures.

## SB Act. 3 p. 38

Listen and say.

- Play track 1-22. Students listen and say the missing words while pointing at the correct pictures. (**Answers:** 1 storm, 2 thunder, 3 hail, 4 sleet, 5 foggy, 6 windy, 7 tornado, 8 lightning)

## Extra activity

## CRITICAL THINKING

Ask *Which word is **not** related to storms? Which weather is dangerous? Which is summer/winter weather? Which weather is common in our town?*

## Picture card activity 1

Hold up the picture cards one by one and say various weather and storm words. Students say *Yes, it's windy* or *No, it's a tornado*.

## Picture card activity 2

- Put all picture cards on the board, ask students to turn around and then remove one card.
- Students guess the missing weather word.

## SB Act. 4 p. 38

Write. Describe the weather in the pictures.

- Read the example. Students write sentences describing each picture following the model.
- Ask students to read their sentences. (**Answers:** **Picture 1:** There are dark clouds in the sky. There's thunder and lightning. **Picture 2:** There are clouds. It's foggy. There's a storm.)

## Extra activity

## COMMUNICATION

Students work in pairs. One describes a picture, and the other has to guess which it is.

## WB Act. 1 p. 33

Read and circle.

- Students read the sentences and circle the correct words.

## WB Act. 2 p. 33

Look, read, and circle **T** (true) or **F** (false). Then write the correct word.

- Students read the sentences and decide whether they're true or false according to the calendar.
- Then they correct the false sentences.

## WB Act. 3 p. 34

Look, read, and write.

- Students look at the pictures and complete the sentences.

## SB Act. 5 p. 39

## COMMUNICATION

Make a weather map. Choose and draw. Then talk to your friends.

- Ask students to complete the map by drawing the weather symbols in the different areas.
- Model the conversation in the speech bubbles with a student. Put students in groups of four to ask and answer questions about their maps.
- Ask *What season is it on your map? Why? What season is it on your friend's map?*
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.



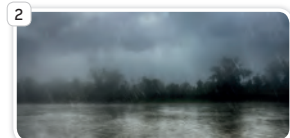
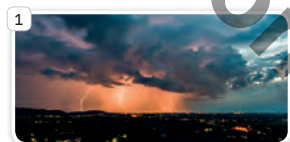
## Vocabulary 1

## 1 Listen and repeat.



## 2 Listen and number.

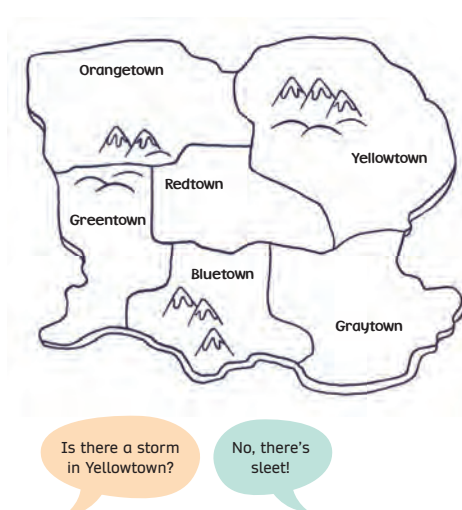
## 4 Write. Describe the weather in the pictures.



## 3 Listen and say.

There are dark clouds in the sky.

## 5 Make a weather map. Choose and draw. Then talk to your friends.



## Pre-reading 1

## 1 What do you want to know about rain? Circle.

- Where does rain come from?
- What are clouds made of?
- Does it always rain when it's cloudy?

## Reading strategy

What do you want to know about a topic?

## Word study: weather words ending in -y

## WB Act. 4 p. 34

## Read and write.

- Students differentiate between things (nouns) and describing words (adjectives). Make sure they understand the difference. Elicit that these adjectives to describe the weather are formed from nouns by adding -y.

## WB Act. 5 p. 34

## Circle the weather words ending in -y.

- Students circle the adjectives.

## Extra activity

## CREATIVITY

- Ask *Is the weather in your city the same in the summer and in the winter?*
- Students work in pairs to create a poster and describe the weather in their city in the different seasons.
- Ask groups to come to the front and make a short presentation.

## Objective review

Ask students to describe a really bad storm. What do they do when the weather turns stormy? Praise their effort.

## Pre-reading 1

## Reading strategy

Explain the reading strategy: What do you want to know about a topic?

## SB Act. 1 p. 39

## CRITICAL THINKING

## What do you want to know about rain? Circle.

- Explain that the text is going to be about the rain. Ask students to apply the reading strategy and circle what they would like to know about the rain.
- Put students into groups. Ask them to think of possible answers to these questions.
- Ask students to share their answers with the class.

## Differentiation

**Stretch:** Ask students if there are other things they would like to learn about the rain. Make sure they write them down in their notebooks.



# 3

# Reading 1

## OBJECTIVES

- Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words.
- Speaking:** Can talk about common everyday objects using single words, if supported by pictures.
- Vocabulary:** sun, water, change, sky, cloud, grass, tree, fall, go around
- Passive vocabulary:** heavy, light, cycle, vapor

## MATERIALS

- SB pp. 40–41  
WB p. 35  
WB key p. 212  
SB audio track 1-23  
Pearson English Platform

## Warm-up

- If you did the Stretch activity in the previous lesson, ask students to read the questions about the rain they want to get answers to. Write them on the board.
- If you didn't do the Stretch activity, ask students to do it now.

## Lesson objective

Explain the lesson objective: To apply the reading strategy by deciding what they want to know about the water cycle.

## SB Act. 2 p. 40

Read *The Water Cycle*. Check your answers from Activity 1.

- Students read and listen to the text, and apply the reading strategy by focusing on the areas they wanted to know more about.
- Ask if they found answers to their questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meaning.

## Differentiation

**Struggling with pronunciation:** Play the audio, pausing frequently, and ask students to repeat the sentences.

**Stretch:** Students underline words they don't know.

## Stretch activity

CRITICAL THINKING

Ask *What helped you find the answers in the text? Was it pictures? Which pictures? Was it words? Which words?*

## SB Act. 3 p. 41

Read the *The Water Cycle* again. Label the picture. Choose and write.

- Students label the pictures in frame 6.

## Extra activity

CRITICAL THINKING

Ask individual students to read a random section of the text aloud. Other students guess which part of the water cycle it refers to.

## WB Act. 1 p. 35

Read *The Water Cycle*. Number the sentences in the correct order.

- Refer students back to the text on SB pp. 40 and 41.
- Students order the sentences according to what they read in the SB text.

## WB Act. 2 p. 35

Look at Activity 1. Number the pictures in the correct order.

- Students match the sentences from Activity 1 to the pictures.

## Extra activity

### Vocabulary work

- Ask students to find all the words related to the water cycle in the text (*ocean, rain, vapor, cloud*).
- Write beginnings of sentences on the board: *The water in the ocean ... The vapor ... The cloud ...*
- Ask students to complete the sentences in their notebooks. Students read their sentences to check.

## Extra activity

CRITICAL THINKING

- Help students make connections between the weather experiment video and this text.
- Ask *Do you remember how Kitty and Max made rain in the video? What did they use? Did they create vapor? Clouds? Rain? How could they do it without the sun?*

## Stretch activity

COLLABORATION

Ask different groups of students to describe the water cycle from the point of view of the sun, the rain, the clouds, and the ocean.

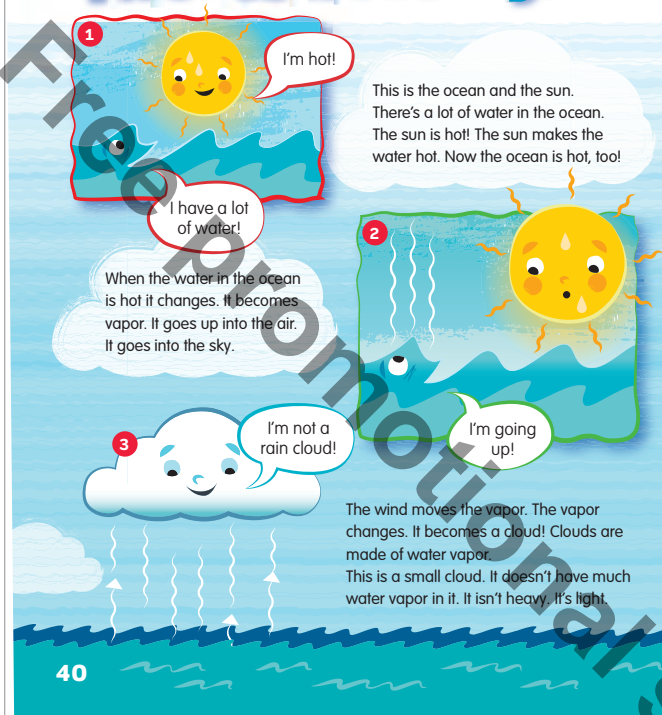
## Reading 1

2  Read *The Water Cycle*. Check your answers from Activity 1.

## Reading strategy

What do you want to know about a topic?

## The Water Cycle



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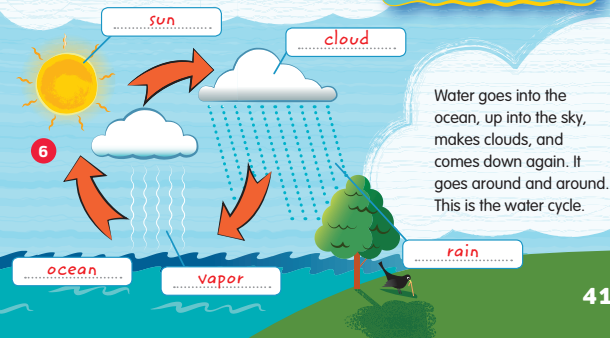
3 Read *The Water Cycle* again. Label the picture. Choose and write.

ocean cloud vapor  
sun rain

4  Talk with a friend. When do you use water? Check (✓). Can you think of more?



Now the cloud is very heavy. A **storm** is coming, **thunder** and **lightning** strike! (It's windy!) Look. The water is coming out of the cloud again. (It's raining!) The rain falls onto the earth. It falls onto the grass and trees. They love rain! The rain falls into the ocean, too!



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## SB Act. 4 p. 41

## COMMUNICATION

Talk with a friend. When do you use water? Check (✓). Can you think of more?

- Ask students to check the uses of water.
- In pairs, students make a list of other uses of water.
- Put students into different pairs. Ask students to compare their lists. Are their lists similar or different? In what way?
- Ask *Can you guess how much water an average person uses per day? Is this a lot? How much water do you use per week?*

## Extra activity

## COLLABORATION

- Students look back at all their answers to Activity 4. Ask *Can we use less water?*
- Put students into groups. Ask them to divide the different uses of water into two groups: one where we can save water, e.g., watering plants with rainwater, taking showers instead of baths, turning off water when not using it, and one where we can't, e.g., drinking water, washing.
- Ask the groups to present to the class.

## WB Act. 3 p. 35

## CRITICAL THINKING

Why do we need rain? Think and write.

- Students write two sentences to explain why rain is necessary.

## Extra activity

## CREATIVITY

- Students draw their own picture of the water cycle. They can base it on picture 6, or if you feel they're confident, draw it in groups from memory. Ask them to present their work to the class.

## Objective review

Ask students if they found the information they were looking for in the text. What new things did they learn about the water cycle? Praise their effort.

## OBJECTIVES

**Grammar:** Can use “It’s ...” with adjectives and verbs in the “-ing” form to refer to weather.

**Listening:** Can understand basic phrases about the weather, if spoken slowly and clearly.

**Speaking:** Can say what the weather is like using basic phrases.

**Revised vocabulary:** sunny, rainy, hot, cold

## MATERIALS

SB pp. 42–43

WB pp. 36–37

WB key p. 212

Video 3-2

Video script p. 248

Pearson English Platform

Speaking and Vocabulary Book 2, Unit 3

## Warm-up

Review the water cycle. Ask *Do you remember the water cycle? What happens? Can you retell the water cycle from the point of view of the sun/the clouds?*

## Lesson objective

Explain the lesson objective: To talk about different weather conditions.

## SB Act. 1 p. 42

Watch Part 1 of the story video. Circle the weather words you hear.

- Students watch Part 1 of the story video.
- Students circle the weather words they hear.
- Ask *What is the weather like in the story?* (The weather is strange. It’s changing very fast.)
- Focus students’ attention on the example speech bubble. Ask *What’s the weather like?* (It’s too windy!)

## SB Act. 2 p. 42

Read the grammar box. What’s the weather like? Write.

- Focus students’ attention on the grammar box and read the sentence together.
- Students write sentences describing the weather.
- Ask students to read their sentences aloud.

## Extra activity

## COMMUNICATION

- Put students into pairs.
- Ask Student 1 to point at a picture in Activity 2 and ask *What’s the weather like?* Student 2 answers.

## SB Act. 3 p. 42

Read *The Water Cycle* again and circle examples of *It’s + weather*.

- Students read the text again and circle the examples.

## SB Act. 4 p. 42

## CRITICAL THINKING

Think and answer.

- Students answer the question.

## Extra activity

Students think of a kind of weather and write a list of clothing or things they need for that weather. They read their list aloud for their partner to guess what the weather is, e.g. sunglasses, sunblock, shorts (It’s sunny.)

## WB Act. 1 p. 36

What’s the weather like? Read and write.

- Focus students’ attention on the grammar box and ask them to write sentences.
- Remind students of what they learned about nouns and adjectives on p. 34 *Word study*.

## WB Act. 2 p. 36

What’s the weather like around the world? Look and write.

- Students look at the map and complete the sentences.
- Ask students to check their answers in pairs.

## SB Act. 5 p. 43

Read the grammar box. Choose and write.

- Ask students to look at the video still in Activity 1 again. Ask *What is Cranky saying?* (It’s too windy now.)
- Point at the grammar box. Read the sentences aloud. Elicit from students when we use *too* (when something is excessive).
- Students look at the pictures and complete the sentences.
- Ask students to read their answers aloud to check them with the class.
- Ask *Is it sunny today? Is it too sunny? Is it windy? Is it too windy? Are you cold? Are you too cold?*



## Grammar 1

- 1 Watch Part 1 of the story video. Circle the weather words you hear.

cloudy cold hot foggy storm sunny thunder windy



- 2 Read the grammar box. What's the weather like? Write.

**Grammar**

1  It's rainy.	4  It's stormy.
2  It's sunny.	5  It's cloudy.
3  It's foggy.	6  It's windy.

- 3 Read *The Water Cycle* again and circle examples of *It's* + weather.

- 4 Think and answer.

What's the weather like today? .....

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Hot. Too hot!	Cold. Too cold!
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- 5 Read the grammar box. Choose and write.

cold hot too cold too hot



- 1 Oh! I can't eat this soup. It's too hot.



- 3 I'm hot today! I like this drink. It's cold.



- 2 I'm wearing a hat and coat. I can't swim today. It's too cold.



- 4 It's a sunny day. It's hot.

## Speaking

- 6 Talk with a friend.

What's the weather like?

It's really hot. It's too hot today!

## Speaking strategy

Lift your head and look directly at the person you're speaking to.

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## WB Act. 3 p. 37

Look, choose, and write.

- Focus students' attention on the grammar box.
- Students look at the pictures and write the corresponding sentences from the box.

## Speaking

## Speaking strategy

Explain the speaking strategy: Lift your head and look directly at the person you're speaking to so that you fully engage with them and show interest in what they are saying.

## SB Act. 6 p. 43

COMMUNICATION

Talk with a friend.

- Ask *Does the weather change with the seasons? What's it like in March/January/December/May?*
- Model the dialog. Put students into pairs and ask them to do the dialog for the different seasons/months, while applying the speaking strategy.
- Walk around the class to monitor students. Ask some pairs to act out their dialogs.

## Differentiation

**Struggling learners:** Focus on language from this lesson.

**Stretch:** Ask students to describe the weather in greater detail, e.g., *It's too hot. It's very sunny. The clouds are small.*

## Objective review

Ask students if they can talk about the weather. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 2, Unit 3.

## OBJECTIVES

**Listening:** Can understand simple language related to naming and describing people's clothes.

**SB vocabulary:** scarf, cap, sunglasses, sweat suit, sneakers, flip flops, robe, slippers

**WB vocabulary:** cold, hot, warm

**Revised vocabulary:** wear

## MATERIALS

SB pp. 44–45

WB pp. 38–39

WB key p. 212

SB audio tracks 1-24, 1-25, and 1-26

WB audio track 02

Picture cards 41–48

Pearson English Platform

## Warm-up

Review clothes vocabulary. Point at Student 1 and ask *What are you wearing?* Student 1 answers and asks Student 2 the same question. Cue items they already know and point at different students to ask and answer the question.

## Lesson objective

Explain the lesson objective: To talk about the clothes they wear in different weather.

## SB Act. 1 p. 44

## Listen and repeat.

- Ask students if they know any of the words in the pictures.
- Play track 1-24 twice, pausing after each word. Students point at the pictures and then repeat the words. Check they're using the correct pronunciation.

## SB Act. 2 p. 44

## Listen and number.

- Play track 1-25 twice, pausing after each word. Students number the pictures.

## SB Act. 3 p. 44

## Listen and say.

- Play track 1-26. Students listen and say the words while pointing at the correct pictures. (**Answers:** 1 sunglasses, 2 cap, 3 slippers, 4 flip flops, 5 sweat suit, 6 sneakers, 7 scarf, 8 robe)

## Extra activity

## CRITICAL THINKING

Ask students to say which clothes they wear in the summer, and which they wear in the winter. Encourage them to use other clothes words, too.

## Picture card activity

- Put all the picture cards on the board and draw a grid around them. Point at the cards and ask students to say the words in order.
- Remove one picture card and ask students to say the list as if the removed card was still there. Keep removing the cards until students have to say the complete list by heart.

## WB Act. 1 p. 38

## Find and circle eight clothes words.

- Students circle the clothes words.

## WB Act. 2 p. 38

## Complete the chart. Use the words from Activity 1.

- Students write the words from Activity 1 in the corresponding place in the chart.

## SB Act. 4 p. 44

## Look and complete. What's different? Look and say.

- Students look at the pictures, find the differences, and complete the sentences.
- Ask students to check their answers in pairs.
- Then they make pairs of sentences about the pictures.

## Extra activity

## COLLABORATION

Put students into pairs. Student 1 says *He's wearing white sneakers*. Student 2 points at the correct picture.

## Extra activity

## CRITICAL THINKING

Students look at the pictures again and close their books. Say *In the first picture, the boy is wearing flip flops*. Ask students to correct you by saying *No, he's wearing sneakers*.

## WB Act. 3 p. 38

## Look, read, and circle.

- Students look at the pictures and circle the items that the children are wearing.

## Vocabulary 2

## 1 Listen and repeat.



## 2 Listen and number.

## 3 Listen and say.

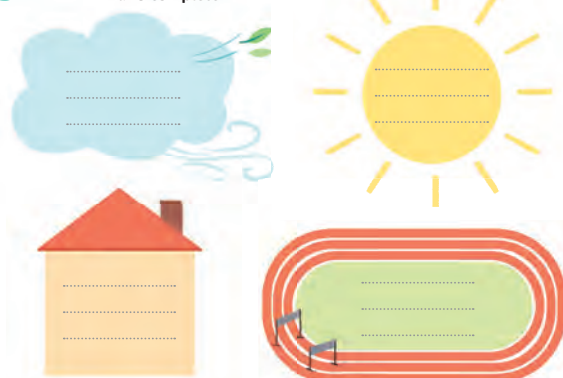
## 4 Look and complete. What's different? Look and say.



He's wearing a <u>sweat suit</u> .	He's wearing a <u>sweat suit</u> .
<u>sneakers</u> , a <u>cap</u> .	<u>flip flops</u> , and a <u>robe</u> .
<u>sunglasses</u> , and a <u>scarf</u> .	

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## 5 What clothes do you need? Think and complete.



## Pre-reading 2

## 1 What do you want to know about what happens when the weather changes? Check (✓).

- What clothes do we wear? ☐
- What things do we do? ☐
- How do we feel? ☐

## Reading strategy

What do you want to know about a topic?

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## SB Act. 5 p. 45

## CRITICAL THINKING

## What clothes do you need? Think and complete.

- Focus on the first picture. Ask the class what clothes they would wear in windy weather.
- Put students into groups and ask them to list items of clothing for the remaining pictures.

## WB Act. 4 p. 39

## Listen and color.

- This is a Pre A1 Starters Listening Part 4 task
- Play track 0-2 twice. Students listen to the audio and color the picture accordingly.
- Play track 0-2 again for students to check their answers in pairs.

## Vocabulary challenge: temperature

## WB Act. 5 p. 39

## Look, choose, and write.

- Students write the words from the box that correspond to the temperatures.

## WB Act. 6 p. 39

## CRITICAL THINKING

## Look at Activity 5. Read and write.

- Students read and answer the questions.

## Objective review

Ask students to list three new words for clothes they would wear in hot weather. Praise their effort.

## Pre-reading 2

## Reading strategy

Explain the reading strategy: What do you want to know about a topic?

## SB Act. 1 p. 45

## CRITICAL THINKING

## What do you want to know about what happens when the weather changes? Check (✓).

- Ask students to apply the reading strategy and check the question that they want to know the answer to.
- Discuss their answers with the class.

## Stretch activity

## COLLABORATION

Students work in pairs or small groups to make a list of the activities that they can do in different kinds of weather. Make sure they write them down in their notebooks and bring them for the next class.



## OBJECTIVES

- Reading:** Can identify the overall theme of a simple illustrated story, if guided by questions or prompts.
- Speaking:** Can describe their daily routines in a simple way.
- Vocabulary:** amazing, blow, coat, snow, wet, boots, splash, puddle
- Revised vocabulary:** like, warm, snowy

## MATERIALS

- SB pp. 46–47  
WB p. 40  
WB key p. 213  
SB audio track 1-27  
Optional: green, red, and blue crayons.  
Pearson English Platform

## Warm-up

- If you did the Stretch activity in the previous lesson, ask students to discuss their lists of activities they wrote in the previous class. Do they all agree?
- If you didn't do the Stretch activity, ask students to do it now.

## Lesson objective

Explain the lesson objective: To apply the reading strategy by deciding what they want to know about what happens when the weather changes.

## Reading text in British English

This is one of the texts in Level 2 which is in British English. With a stronger group, you may want to work on some of the differences with them. Ask *Can you hear a difference between previous readings and this one? Are any words different?* Highlight favourite/favorite.

## SB Act. 2 p. 46

Read *Our Favourite Weather*. Check your answers from Activity 1.

- Focus students' attention on the artwork. Discuss what they can see.
- Students read and listen to the text, and apply the reading strategy by focusing on the areas they want to know more about.
- Ask if students found answers to the questions from Activity 1.
- Ask students to find the words in bold. Check that they remember their meaning.

## Differentiation

**Struggling with pronunciation:** Play the audio, pausing frequently, and ask students to repeat the sentences.

**Stretch:** Give students the roles of the wind, the sun, the white cloud, the black cloud, the children, and the narrator. Ask them to read their part aloud.

## Stretch activity

## CRITICAL THINKING

Ask *What helped you find the answers in the text? Was it pictures? Which pictures? Was it words? Which words?*

## Extra activity

## Vocabulary work

- Ask students to go back to the text and underline clothes words with a green crayon, and words that have to do with actions we do with clothes in red.
- Ask students to underline all the weather words with a blue crayon. Ask them to make sentences using all three.
- Ask *Can you find words that have a similar meaning to fantastic?* (amazing, wonderful)

## WB Act. 1 p. 40

Read *Our Favourite Weather*. Look, read, and match.

- Refer students back to the text on SB pp. 46 and 47.
- Ask students to match the sentences to the pictures.

## WB Act. 2 p. 40

Read *Our Favourite Weather* again and check (✓).

- Students read the text again and answer the multiple-choice questions.

## SB Act. 3 p. 47

Read and write.

- Students answer the questions. (**Answers:** when it's windy: They put their hats and scarves on and fly kites., when it's sunny: They take their coats and hats off and play at the beach., when it's snowy: They put their coats and hats on and build snowmen. when it's rainy: They put on their boots and put their umbrellas up and splash in puddles.)

## Extra activity

## COLLABORATION

- Do a class survey on activities students like best.
- Ask students to look at the words they underlined in the text with a red crayon.
- Let the class vote on their favorite ones. Write the results of the survey on the board.
- With a confident class, you may want to write a short summary of the survey, e.g., *Six students like running ...*

3

## Reading 2

2 Read *Our Favourite Weather*. Check your answers from Activity 1.

## Reading strategy

What do you want to know about a topic?

## Our Favourite Weather

The sun, the wind and the clouds are talking.  
 "I'm great!" says the wind. "Look at me!"  
 The wind is blowing.  
 Children are running.  
 They're putting on their hats and scarves.  
 They're flying kites.  
 "I'm amazing!" says the sun.  
 "Look at me!"

The sun is shining. The children are too hot. They're taking off their coats and hats. They're wearing sunglasses, flip flops and caps. They're playing at the beach.  
 "I'm fantastic!" says a big, white snow cloud. "Look at me!"

The cloud is snowing. The children are too cold. They're putting on their coats and hats. They're making snowmen.  
 "I'm wonderful!" says a big, black rain cloud. "Look at me!"

The cloud is raining. The children are wet. They're putting on their boots. They're putting up their umbrellas. They're splashing in puddles. Then they go home and put on warm clothes and slippers to get warm.

The sun, the wind and the clouds ask the children "What's your favourite weather?"  
 "Do you like the sun, the wind or the clouds?"  
 "We like the sun," say the children. "We like the wind, too! And we like the clouds."

We like the rain and the snow! We do different things when the weather changes. We like you all!  
 The sun, the wind and the clouds are all happy!

## 3 Read and write.

What are the children doing when ...

it's windy? .....  
 it's sunny? .....  
 it's snowy? .....  
 it's rainy? .....

4 Talk with a friend. When do you take off your coat? When do you put on your boots?



47

## SB Act. 4 p. 47

## COMMUNICATION



Talk with a friend. When do you take off your coat?  
 When do you put on your boots?

- Ask students to discuss the questions. Use this as an opportunity to review weather words and place names.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

## Stretch activity

In pairs, students ask *When do you take off ... ?* and *When do you put on ... ?* with other items of clothing.

## WB Act. 3 p. 40

## CRITICAL THINKING

Think and write.

- Students write sentences to answer the questions.
- Ask students to read their sentences to the class.

## Value

Wear the right clothes for the weather

Ask *Why is it important to wear the right clothes for the weather?* (So that we are not too cold or too hot.) *What happens when you are too cold or wear wet clothes?* (You might get a bad cold.)

## Objective review



Ask students what clothes the children in the story are wearing in the different kinds of weather. Praise their effort.

## OBJECTIVES

**Grammar:** Can use “I’m wearing ...” with common items of clothing.

**Listening:** Can understand simple phrases about likes and dislikes.

**Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way.

## MATERIALS

SB pp. 48–49  
WB pp. 41–42  
WB key p. 213  
SB audio track 1–28  
Videos 3-2, 3-3, and 3-4  
Video script p. 248  
Picture cards 41–48  
Pearson English Platform  
Grammar Book 2, Unit 6  
Speaking and Vocabulary Book 2, Unit 3

## Warm-up

Set up a chain by pointing at different students in any order. Show them different clothes cards and say a weather condition, e.g., *foggy* or *stormy*, for students to say a sentence.

## Lesson objective

Explain the lesson objective: To talk about things they are doing at the moment.

## SB Act. 1 p. 48

Watch Part 1 of the story video again. What’s Cranky wearing when it’s hot?

- Students watch Part 1 of the video again.
- Ask *What’s Cranky wearing?* (**Answer:** a coat, shorts, sunglasses, a cap, a warm jacket, gloves, a scarf, and socks) *Why?* (because the weather is changing)
- Ask students to look at the video still and read the example in the speech bubble aloud.

## SB Act. 2 p. 48

Look at the grammar box and read.

- Ask students to read the grammar box.

## SB Act. 3 p. 48

Read *Our Favourite Weather* again and circle all the *ing* words.

- Refer students back to the text on SB pp. 46 and 47.
- Students read the text again and circle all the *-ing* forms.

## SB Act. 4 p. 48

Look and write.

- Students look at the picture and complete the sentences.

## SB Act. 5 p. 49

## COMMUNICATION

What are you wearing? Ask your friend and write. Then say.

- Model the activity. Put students into pairs. Student 1 asks *What are you wearing?* Student 2 answers. They complete their charts.
- Then they tell each other what they’re wearing.
- Ask different pairs to say to the class what they and their partners are wearing to check the answers.

## WB Act. 1 p. 41

Look, read, and circle.

- Focus students’ attention on the grammar box. Students choose the correct answers.

## WB Act. 2 p. 41

Read and write.

- Students complete the sentences.

## WB Act. 3 p. 42

Write sentences. Then look and match.

- Students write sentences about the people in the pictures using the words given.

## Extra activity

## CRITICAL THINKING

- Write the words *a, is, she, sweat suit, wearing,* and *red* on the board in any order.
- Ask students to say in which order we find the words in a sentence. (*She is wearing a red sweat suit.*)

For more grammar practice, go to Grammar Book 2, Unit 6.



## Grammar 2

- 1  Watch Part 1 of the story video again. What's Cranky wearing when it's hot?



- 2 Look at the grammar box and read.

## Grammar

I'm running. We're playing soccer.  
 You're wearing a robe. You're wearing caps.  
 He's talking. They're putting up their umbrellas.


- 3 Read *Our Favourite Weather* again and circle all the *ing* words.

- 4 Look and write.

- The children are playing in the rain.
- They're splashing in puddles.
- They're putting up their umbrellas.
- They're wearing their boots.
- The cloud is raining.



48


- 5  What are you wearing? Ask your friend and write. Then say.

	Me	My friend
Our clothes		

I'm wearing ...  
 You're ...


 I **love** my scarf.







 I **hate** my sweat suit.




## Listening and Speaking

- 6  Listen to Joe talking about his clothes.

Draw  or .

- black cap 
- brown flip flops 
- green slippers 
- blue sunglasses 

- 7  What about you? Talk about your clothes with a friend.



- 8  Watch Parts 2 and 3 of the story video. Why is the weather wrong?

49

## Listening and Speaking

## SB Act. 6 p. 49

Listen to Joe talking about his clothes.

Draw  or .

- Point to the picture of the scarf in the grammar box, draw a smiley face on the board, and say *I love my scarf*. Point to the picture of the sweat suit in the grammar box, draw a sad face, and say *I hate this sweat suit*.
- Play track 1-28 twice. Students listen and draw the corresponding faces.



## SB Act. 7 p. 49

## COMMUNICATION

What about you? Talk about your clothes with a friend.

- Model the activity. Put students into pairs. Ask them to say which of their clothes they love and hate.

## Differentiation

**Struggling learners:** Ask students to focus on the key language of the lesson.

**Stretch:** Ask students to report to the class the clothes their partners love and hate.

## WB Act. 4 p. 42

What about you? Read and circle.

## WB Act. 5 p. 42

## CREATIVITY

Draw and write about your clothes.

- Students draw and write a sentence about the clothes they love and hate, and then share with the class.

## SB Act. 8 p. 49

Watch Parts 2 and 3 of the story video. Why is the weather wrong?

- Students watch Parts 2 and 3 of the video.
- Ask *Why is the weather wrong?* (**Answer:** The weather keeps changing because the weatherman feels lonely.) *Is the weatherman happy now?* (Yes, because he has a friend – the lizard.)

## Extra activity

## CRITICAL THINKING

Ask *What happens when we have no friends?* Discuss the importance of making friends and including everyone in play.

## Objective review

Ask students to describe what you are wearing. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 2, Unit 3.

## OBJECTIVES

**Reading:** Can understand basic sentences describing familiar everyday items, if supported by pictures.

**Speaking:** Can describe what someone is wearing using a fixed expression.

**Writing:** Can say what the weather is like using basic phrases.

## MATERIALS

SB pp. 50–51

WB pp. 43–45

WB key p. 213

Picture cards 33–48

Pearson English Platform

## Warm-up

Review the Unit 2 writing strategy with the students. Ask what other strategies they remember.

## Lesson objective

Explain the lesson objective: To write a diary entry, while applying the writing strategy.

## SB Act. 1 p. 50

Look at Sara's journal and answer.

- Students answer the questions without reading the text. (**Answers:** 1 a white and gray sweat suit and gray sneakers, 2 gray, 3 windy and cold, 4 She plays outside with her friends.)

## SB Act. 2 p. 50

Read the Sara's journal again and check your answers.

- Students read the journal and check their answers.

## Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

## SB Act. 3 p. 50

Read the text again. Circle the color and clothes words.

- Ask students if what they found coincides with the writing strategy.

## SB Act. 4 p. 50

Find or draw pictures of your clothes. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks or as part of WB Activity 3.

## Remember!

Focus students' attention on the Remember! box.

## WB Act. 1 p. 43

Look, choose, and write.

## WB Act. 2 p. 43

Write for you.

## WB Act. 3 p. 43

Draw a picture of your clothes and write a journal. Use the sentences in Activity 2.

- Remind students to look at the Remember! box and apply the writing strategy.

## Objective review

Ask students to read their journal entries aloud.

## Now I Know

## Warm-up

Put students into two teams. Make two piles with the picture cards: clothes in one and weather conditions in the other. Each team chooses a picture from each pile and makes a sentence using both words to score a point.

## Lesson objective

Explain the lesson objective: To review everything they have learned in the unit.

## Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in the *What do you know?* WB box at the start of the unit. Students review what they've learned since then to observe their own progress.

## SB Act. 1 p. 54

CRITICAL THINKING ?

How does the weather change? Match.

- Students use their consolidated knowledge of the Big Question to answer.

## WB Act. 1 p. 44

Look and write the letters in order.

## Writing

## 1 Look at Sara's journal and answer.

- 1 What's Sara wearing?
- 2 What color are her sneakers?
- 3 What's the weather like?
- 4 What does she do when it's windy?

## 2 Read Sara's journal again and check your answers.

**JOURNAL**

Today I'm wearing a white and gray sweat suit and gray sneakers. It's windy and it's cold. I like windy weather and I play outside with my friends. When it's really cold, I wear my red coat and my green hat and scarf. I like to be warm. I don't like sleet. It's too cold! I don't play outside then. I stay home and read and draw. I like to wear my silver slippers and blue sweater.

Draw here

Stick your picture here

Sara

## 3 Read the text again. Circle the color and clothes words.

## 4 Find or draw pictures of your clothes. Then go to the Workbook to do the writing activity.

## Writing strategy

We put color words before clothes words.  
I'm wearing a blue sweat suit.

## Now I Know

## 1 How does the weather change? Match.

- |                           |  |
|---------------------------|--|
| 1 It's hot and sunny.     | a I don't go out. It's dangerous!        |
| 2 There's a tornado.      | b I wear a scarf and a coat. It's cold!  |
| 3 It's windy.             | c I fly my kite!                         |
| 4 There's sleet and hail. | d I wear a cap and sunglasses. It's hot! |

## 2 Choose a project.

## Make a My Weekend Clothes chart.

- 1 Write the days of the weekend.
- 2 Draw your clothes.
- 3 Label them. Remember to write the colors, too.
- 4 Present your chart to the class.

## Make a weather postcard.

- 1 On one side of the card draw or stick a picture of weather.
- 2 You can draw windy weather, stormy weather, or a tornado. You decide.
- 3 On the back of the card write about the picture.
- 4 Show your weather postcard to the class.

or

## ★ ★ ★ Read and color the stars ★ ★ ★



I can understand what others like and don't like.



I can say what the weather is like.



I can understand simple sentences about the weather.



I can write about what people are wearing.

## WB Act. 2 p. 44

Look and write.

## WB Act. 3 p. 44

Read and write *too hot* or *too cold*.

## WB Act. 4 p. 45

Look and write. Use color words.

## Project

## SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as helping each other learn.

## Things I learn

## WB Act. 1 p. 45

What weather words do you know? What clothes are you wearing in that weather?

- Students use their consolidated knowledge of the Big Question to answer.

## WB Act. 2 p. 45

My new words! Draw and write.

- Ask students to share their answers with the class.

## WB Act. 3 p. 45

My favorite words in this unit!

- Have a class vote on favorite words.

## Self-assessment

## SB p. 51

Read and color the stars.

- Students decide how many of the activities they can do.

## Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 2, unit 3.