

## In This Unit

### Theme

This unit is about weather and the seasons.

### Vocabulary

**Lesson 1:** *moon, sky, cloud, snow, sun, wind*

**Lesson 2:** the months of the year

**Lesson 3:** *play video games, stay at home, study, think, watch a film*

### Grammar

**Lesson 1:** present continuous affirmative

**Lesson 2:** present continuous negative

**Lesson 3:** present continuous questions and short answers

## Unit Opener

### Objectives

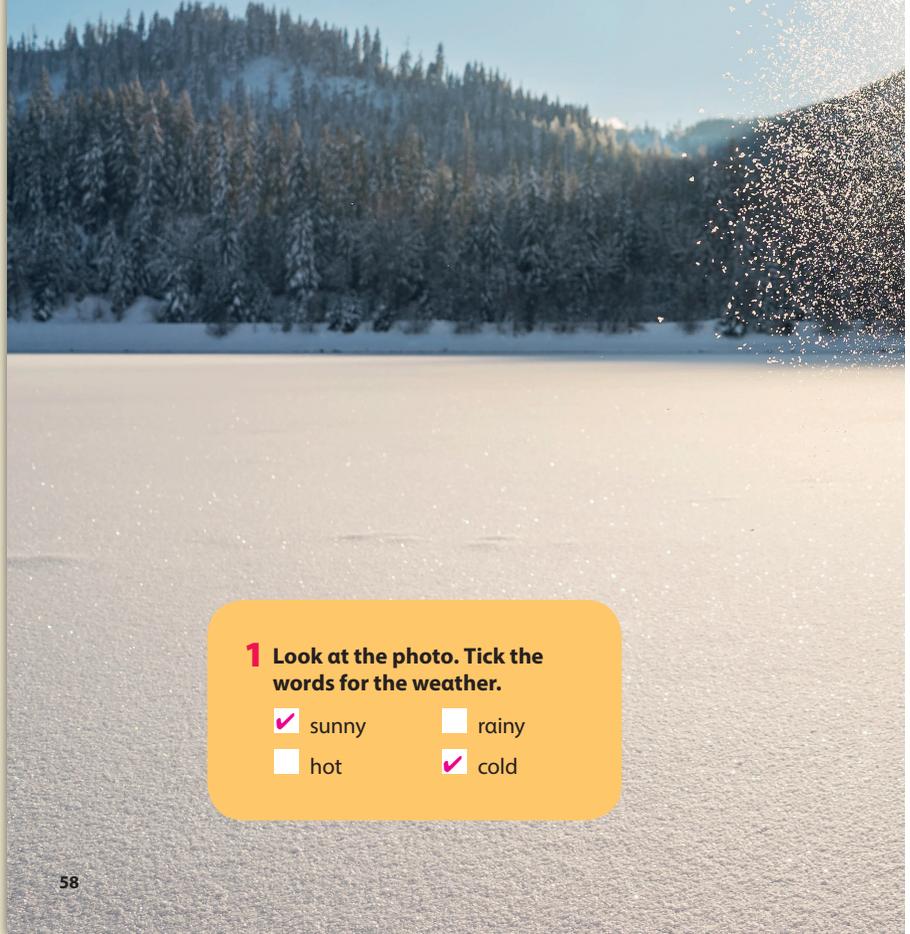
- To introduce students to the topic of the unit (weather)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

- Student's Book, Class Audio CD, DVD, Flashcards

# 5

# What's it Like Outside?



**1** Look at the photo. Tick the words for the weather.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> sunny | <input type="checkbox"/> rainy           |
| <input type="checkbox"/> hot              | <input checked="" type="checkbox"/> cold |

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### To start

- Read the title of the unit together. Check students know the meaning of the question *What's it like?* Make sure students do not confuse it with *What do you like?* If appropriate, ask if students have ever seen snow. Find out if students like playing in cold weather and, if so, what they play.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to weather and winter. Tell them they can suggest adjectives, months, seasons, activities, etc.



Boy throwing snow

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### About the photo

The boy in this snowfield is throwing snow in the air. Sometimes, snow doesn't stick together to form snowballs. This happens when the snow is too cold for it to stick together. When you make a snowball, you squeeze the snow into a compact space, it melts into a liquid and then refreezes back into a solid (a snowball) when you release the pressure. However, when the temperature falls below freezing, we cannot exert enough pressure to melt the snow so it fuses together.

### Related vocabulary

*crystal, footprint, frozen, ice, wool*

## 1 Look at the photo. Tick the words for the weather.

- Tell students to look at the photo on pages 58 and 59 and tell you what they can see. Elicit ideas from the class and write them on the board. Ask additional questions, e.g. *Is the boy having fun? Is it hot or cold?* and write them on the board, too.
- Ask students to read the words on page 58 and tick them if they are in the photo.
- Check answers as a class.

### EXTENSION ACTIVITY

- Remind students of the topic of the unit (weather). Ask them if they have ever played in the snow. Have they made a snowman or thrown a snowball. Would they like to?
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

### TEACHING TIP

Students might not always ask for clarification. Make sure you ask if students understand and ensure they always feel comfortable in putting up their hand to ask a question.

## Lesson 1



1 Listen and point. Repeat. TR: 5.1

2 Listen and read. TR: 5.2

### Lesson Aims

- Learn and use new vocabulary: *moon, sky, cloud, snow, sun, wind*
- Learn and use new grammar: present continuous affirmative

### Materials

- Student's Book, Class Audio CD, Flashcards: *moon, sky, cloud, snow, sun, wind*
- One blank piece of paper for each student (optional)

### About the photo

This is a photo of a super moon. It's called that because it appears 14 per cent larger and 30 per cent brighter than the full moon. A super moon occurs when the full moon is closest to Earth. This is a super moon rising behind Glastonbury Tor in Somerset, England.

We're looking at the night sky. There aren't any clouds tonight. The moon is big. It's really cool!

### To start

- Revise food words from Unit 4. Ask students to remember the words and ask volunteers to write them on the board. Ask students to name their favourite food.
- Revise *some* and *any*. Write *children* and *sheep* on the board. Ask students to make a sentence using *children* with *some* and *sheep* with *any*, e.g. *There are some children in the classroom. There aren't any sheep in the classroom.* Elicit ideas for more words to use in sentences.

### New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen and point. Repeat. TR: 5.1

- Tell students to look at the vocabulary box on page 60. Say *One of the pictures is connected to all the others. Ask Do you know which? (sky).* Find out if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.

3 Look and read. Tick T for True or F for False.

- The sky is blue.  T  F
- There are clouds in the sky.  T  F
- There's a big sun in the sky.  T  F
- There's a big moon in the sky.  T  F
- It's snowing.  T  F

4 Write.

- sun
- cloud
- wind
- moon

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2 Listen and read. TR: 5.2

- Tell students to look at the photo and say what they can see (moon, tower/castle, people, field, sky).
- Play the recording for students to listen and follow with their fingers. Play again, pausing at the end of each sentence to check the meaning. Play again, pausing for students to repeat.
- Focus on the phrase *It's really cool!* and tell students to repeat it with enthusiasm.

3 Look and read. Tick T for True or F for False.

- Tell students to look at the photo then read the sentences and say if they're true or false. Read out sentence 1 to students and elicit the answer (true). Allow enough time to complete the task. Monitor and help students as needed.
- Check answers. Ask students to read out the sentences and say true or false.

## 5 Read.

### GRAMMAR

I'm playing  
you're playing  
he/she/it's playing  
we/you/they're laughing

#### Remember!

win = winning  
have = having

It's snowing.  
We're winning the match.  
You're having lunch.

## 6 Write.

- 1 You 're / are having fun. (have)
- 2 I 'm / am watching the football match on TV. (watch)
- 3 We 're / are listening to music. (listen)
- 4 My brother 's / is drinking a lemonade. (drink)
- 5 It's cold! It 's / is snowing! (snow)
- 6 Rick and Thomas are doing their homework. (do)

## 7 Say it! Listen and read. Say. TR: 5.3



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- Ask if students want to visit Glastonbury Tor at night to see the moon.

## 4 Write.

- Tell students to look at the pictures and write the words. Tell them to use activity 1 to help.
- Check students understand the task. Allow enough time to complete it.
- Check students' answers. Write the answers on the board if necessary.

## 5 Read.

- Ask students to look at the grammar box. Read out the grammar notes and sentences. Ask students to repeat. Explain that the notes help with spelling when you add *-ing* to short verbs and verbs that end *-e*.
- Ask students to circle the person and underline the verb in the grammar sentences. Point out that the verb has *-ing* added to it and *am/are/is* in front. Ask volunteers to read out the sentences.

## 6 Write.

- Read out the first sentence and elicit the correct answer. Ask students why *'re having* is the correct answer.
- Read out the sentences. Check students remember the meanings of all the words. Allow enough time to complete the task alone.
- Check answers. Write them on the board if necessary.

### EXTENSION ACTIVITY

Practise the grammar. Write sentences on the board. Ask students to fill in the gaps with these words: *eating, am, are, is*.

*I ... drinking some orange juice. Oh no!  
He's ... my crisps! She ... watching the sky. They ... singing.*

## 7 Say it! Listen and read.

Say.  TR: 5.3

- Ask students to look at the picture and tell you what the children are speaking about (some photos). Ask what they can see in the 'photos' (the boy, headphones, the moon).
- Play the recording. Ask students to listen and follow with their fingers.
- Check meaning then play the recording again, pausing after each sentence for students to repeat.
- Ask volunteers to read out the dialogue.
- Tell students to change the blue words to new words, e.g. *I'm playing in the snow. I'm making a sandwich.*
- Go round the class helping students where necessary. Ask volunteers to say their new conversation to the class.

## Lesson 2

### Lesson Aims

- Learn and use new vocabulary: *January, February, March, April, May, June, July, August, September, October, November, December*
- Learn and use new grammar: present continuous negative
- Focus on the pronunciation of cardinal and ordinal numbers

### Materials

- Student's Book, Class Audio CD, Flashcards: *moon, sky, cloud, snow, sun, wind*
- A calendar

### To start

- Revise the words from Lesson 1. Use flashcards, or draw simple pictures on the board then elicit the word. Ask students to draw simple pictures on the board for the class to say the words or let them show flashcards.
- Revise the present continuous by asking students to come to the front and whispering actions for them to mime, e.g. *I'm eating cake. I'm digging a field. I'm feeding ducks.* Ask students to guess the sentences.

### New vocabulary

- Teach the new words with the calendar. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

#### 1 Listen and point. Repeat. TR: 5.4

- Tell students to look at the words in the vocabulary box on page 62. Ask if they know any of the words and what they are. Play the recording for students to listen and point to the correct months.
- Play the recording again, pausing after each word for students to say the word. Ask volunteers to say each month. Students put up their hand to indicate when their birthday is. Find out which month has the most birthdays.

#### 2 Listen and read. TR: 5.5

- Ask students to look at the photo and tell you what they see. Ask what month they think it is in the photo. Tell them to read quickly and find out (January).

#### 1 Listen and point. Repeat. TR: 5.4

#### 2 Listen and read. TR: 5.5

#### Months

January	April	July	October
February	May	August	November
March	June	September	December



Pablo lives in Argentina. He's learning to ride horses. Right now, he's not going to school. It's the summer holidays!

Today is **January 5<sup>th</sup>**. It isn't snowing! It isn't cold. In Argentina, January is a summer **month**. Pablo hasn't got lessons from **December** to **February**. School starts in **March**.

In Argentina, winter starts in **June**. **July** and **August** are winter months, too. Spring starts in **September** and autumn starts in **April**. It's the same in Chile, Australia, New Zealand and parts of Africa. Is it the same for you?

#### 3 Write.

- 1 Pablo lives in Argentina.
- 2 Today is January 5<sup>th</sup>.
- 3 Pablo hasn't got lessons from December to February.
- 4 In Argentina, winter starts in June.
- 5 Spring starts in September.
- 6 Autumn starts in April.

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- Play the recording. Tell students to follow with their fingers. Check meaning.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again then ask volunteers to read out a sentence each of the text.

#### 3 Write.

- Explain that students must complete the sentences with the words from the text.
- Check students understand the task and do the first one as a class. Allow enough time to complete the task.
- Check students' answers. Write the answers on the board if necessary.
- Ask students to answer the question at the end of the text.

#### 4 Read.

##### GRAMMAR

I'm **not** listening                      He **isn't** working today.  
 you **aren't** listening                We **aren't** going to the museum.  
 he/she/it **isn't** listening        They **aren't** playing baseball.  
 we/you/they **aren't** listening

#### 5 Write.

- We aren't climbing the tree. We're playing under it! (not climb)
- It's July! It isn't snowing. (not snow)
- It's Saturday. They aren't working today. (not work)
- It's rainy. I 'm / am not going to the beach. (not go)
- We're not hungry. We aren't buying any of these sandwiches. (not buy)
- You aren't having dinner with us. (not have)

##### SOUNDS OF ENGLISH

##### Read and listen. Say.

🎧 TR: 5.6

- |                     |                       |
|---------------------|-----------------------|
| 1 - 1 <sup>st</sup> | 6 - 6 <sup>th</sup>   |
| 2 - 2 <sup>nd</sup> | 7 - 7 <sup>th</sup>   |
| 3 - 3 <sup>rd</sup> | 8 - 8 <sup>th</sup>   |
| 4 - 4 <sup>th</sup> | 9 - 9 <sup>th</sup>   |
| 5 - 5 <sup>th</sup> | 10 - 10 <sup>th</sup> |

It's January **5<sup>th</sup>**! It's summer in Argentina.

#### 6 Sing it! Listen and sing. 🎧 TR: 5.7

December to March  
is summer for me.  
December to March  
is winter for you.  
Is it hot? Is it cold?  
Oh, what can we do?

June to September  
is winter for me.  
June to September  
is summer for you.  
Is it hot? Is it cold?  
Oh, what can we do?

Let's go out and play!  
In summer, there's sun!  
In winter, there's snow!  
Sun or snow, we're not staying at home.  
We're getting ready to go!  
Let's go out and play! Hooray!



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##### EXTENSION ACTIVITY

Practise the grammar. Write sentences on the board with the person and verb missing. Ask students to fill in the gaps. Remind them about the spelling rules in Lesson 1.

*She ... (not sleep). They ... (not eat). I ... (not dig).*

##### SOUNDS OF ENGLISH

##### Read and listen. Say.

🎧 TR: 5.6

- Point to the cardinal numbers and ask students to say them. Then point to the ordinal numbers and explain what they are. Tell students they can use them to say their birthday.
- Ask students to listen to the recording and to put their hand up when they hear the ordinal numbers. Play the recording.
- Play the recording again, and tell students to say the ordinal numbers when they hear them. Finally, play one more time, pausing after each ordinal number for students to repeat and perfect their pronunciation. Find out if there are students whose birthdays are between 1st and 10th.
- Play the sentences for students to read and listen, then play them again for them to listen and say.

#### 4 Read.

- Ask students to look at the grammar box. Read out the grammar sentences. Ask students to repeat. Ask them to tell you how the negative is different from the affirmative (you add 'nt or not).
- Ask students to circle the person and underline the verb in the grammar sentences. Ask volunteers to read out the grammar sentences.

#### 5 Write.

- Read out the first sentence and elicit the correct answer. Ask students why *aren't climbing* is the correct answer and check spelling.
- Explain the task to students. Read out the sentences. Check meanings of all the words. Allow enough time to complete the task.
- Check answers. Write them on the board if necessary.

#### 6 Sing it! Listen and sing. 🎧 TR: 5.7

- Tell students they are going to learn a song about seasons in the north and in the south. Ask students to read the song quickly and find four months (December, March, June, September).
- Play the song for students to listen and follow with their fingers.
- Read out the song a line at a time. Ask students to repeat after you.
- Play the song again for students to sing along. Practise until students are familiar with the words.

## Lesson 3



play video games



stay at home



study



think



watch a film

### Lesson Aims

- Learn and use new vocabulary: *play video games, stay at home, study, think, watch a film*
- Learn and use new grammar: present continuous questions and short answers

### Materials

- Student's Book, Class Audio CD
- A calendar
- One blank piece of paper for each student (optional)

### To start

- Revise the months from Lesson 2 with the calendar. Hold up the calendar, point to the months in random order and ask volunteers to call out the month. Tell students to write down the months.
- Write these sentences on the board. Ask volunteers to write the correct form of the verbs in the gap. *My brother ... (not eat). I ... (not sleep). My uncles ... (not play) football.*
- Sing the song from Lesson 2 (TR: 5.7).

### New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

#### 1 Listen and point. Repeat. TR: 5.8

#### 2 Listen and read. TR: 5.9

Petra: Are you watching TV?

Alex: No, I'm not. I'm **watching a film**. It's about sharks. Aren't you **studying**?

Petra: No, I'm not. I haven't got any school work. And it's so windy and rainy outside!

Alex: I've got an idea. Let's **play video games** now. We can play together.

Petra: Really? Can we play the car game?

Alex: Sure! You can be the red car. I can be the blue car. What do you **think**?

Petra: Wow! I think you're a great brother.

#### 3 Match.

- |                                    |  |
|------------------------------------|--|
| 1 It's raining. Petra and Alex are | <b>a</b> Alex is a great brother.      |
| 2 Petra isn't                      | <b>b</b> watching a film about sharks. |
| 3 Alex is                          | <b>c</b> studying.                     |
| 4 Together, they're                | <b>d</b> playing video games.          |
| 5 Petra thinks                     | <b>e</b> staying at home today.        |

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#### 1 Listen and point. Repeat. TR: 5.8

- Tell students to look at the vocabulary box on page 64. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.
- Ask them to put the verbs in their order of preference then ask volunteers to tell you their order, e.g. *first watch a film, second study, third ...*

#### 2 Listen and read. TR: 5.9

- Tell students that they are going to read a conversation between Petra and Alex. Ask them to look quickly and tell you if the photo is from the beginning of the conversation or the end (the end).

- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again. Then ask volunteers to read out the parts of Petra and Alex.

#### 3 Match.

- Tell students to read the sentence halves and find the second half of number 1 (e). Check answers and ask why. Tell them to connect the two halves with a line.
- Read out the remaining sentences one at a time and check meanings. Check students understand the task. Allow enough time to complete it, alone or with a partner.
- Check answers as a class. Ask students if they want to spend a rainy afternoon like this.

#### 4 Read.

##### GRAMMAR

<b>Am</b> I playing?	Yes, I <b>am</b> . / No, I'm <b>not</b> .
<b>Are</b> you playing?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
<b>Is</b> he/she/it playing?	Yes, he/she/it <b>is</b> . / No, he/she/it <b>isn't</b> .
<b>Are</b> we playing?	Yes, we <b>are</b> . / No, we <b>aren't</b> .
<b>Are</b> you playing?	Yes, you <b>are</b> . / No, you <b>aren't</b> .
<b>Are</b> they playing?	Yes, they <b>are</b> . / No, they <b>aren't</b> .
Is <b>he</b> staying at home this afternoon?	No, he <b>isn't</b> .
<b>Are</b> they having fun?	Yes, they <b>are</b> .

#### 5 Write.

- Are you thinking about school? (x) No, I'm not.
- Is he playing video games? (✓) Yes, he is.
- Are we staying at home today? (✓) Yes, we are.
- Is she sleeping on the sofa? (x) No, she isn't.
- Are they studying English? (✓) Yes, they are.

#### 6 Write it! Draw and write. Say.

I'm playing video games.

Are you winning?

No, I'm not!

I'm playing video games. I love video games! Here, I'm cooking.

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#### EXTENSION ACTIVITY

- Practise the grammar. Write these sentences on the board and ask volunteers to turn them into questions. *I'm studying English. You're eating a big sandwich. He's playing in a field.*
- Elicit the possible short answers to the questions.

#### 6 Write it! Draw and write.

##### Say.

- Tell students that they should draw two pictures of themselves doing something they enjoy in the box or on a piece of paper. They are going to explain what they are doing to classmates.
- Explain to students that they should write four sentences. Read the model text together to help. Give students a few minutes to plan what to draw and write.
- Tell students to complete the task. Monitor and help students as needed.
- Ask students to hold up their books or pictures, show each other their drawings and read out their work.

#### 4 Read.

- Ask students to look at the grammar box. Read out the grammar sentences. Ask students to repeat.
- Ask students which words are in a different place from the affirmative and negative (am, are, is).

#### 5 Write.

- Read out the first question and elicit the correct response. Draw students' attention to the ticks and crosses. Ask students why *No, I'm not* is the correct answer to the first question.
- Read out the questions. Check meanings. Allow enough time to complete the task alone.
- Check answers. Write them on the board if necessary.