

3 The seasons

Unit objective

- Can talk about the seasons

Language

Target vocabulary	Weather conditions: stormy, wet, humid, warm, lightning, thunder, temperature, degrees Seasonal activities: go hiking, go camping, go water skiing, go snowboarding, go surfing, go cycling Seasons: spring, summer, autumn, winter
Target structures	What's the weather like today? It's (warm). There's (thunder and lightning). What's the temperature today? It's (25) degrees. I/We/They go (camping) in the (spring). He/She goes (camping) in the (spring). What was the weather like (last summer)? It was sunny. What was the weather like (yesterday)? It was windy.
Revision	weather, sun, wind, rain, snow, storm, cloud, today, rainy, snowy, sunny, cloudy, go skiing, go swimming, kite, hot, cold
Receptive language	even (in winter), at break time
CLIL and Wider World language	CLIL: hurricane, typhoon, cyclone, wave Wider World: The weather is... , The temperature is... , It's winter in...

Contents

Phonics	Cross-curricular contents
<ul style="list-style-type: none"> • ew and y • blending sounds 	<ul style="list-style-type: none"> • Science: to know about hurricanes • Language arts: reading a story, acting out, telling a story • Language skills: reading and understanding information to identify true/false sentences
Topics	Socio-cultural aspects
<ul style="list-style-type: none"> • Weather conditions • Seasonal activities • Natural disasters 	<ul style="list-style-type: none"> • Finding out about natural disasters in other parts of the world • Comparing types of natural disasters
Values	Learning strategies
<ul style="list-style-type: none"> • Be a good friend. 	<ul style="list-style-type: none"> • looking at the title and illustrations to create expectations about the text • relating new words to known words • identifying rules about the use of <i>go + -ing</i> • logical thinking: understanding cause and effect • critical thinking: giving personal opinions when writing • collaborative learning: dialogues and interactional activities • self-assessment
Songs and chants	
<ul style="list-style-type: none"> • Chant: What's the weather like today? • Song: Spring, summer, autumn, winter 	
Stories	
<ul style="list-style-type: none"> • Unit opener: seasons • Island adventure chapter 3 	

Key competences

- Linguistic competence:** Use language as an instrument for communication (L. 1 to 10)
Mathematical, science and technological competences: Talk about the weather (L. 1 to 4); Find out about hurricanes (L. 9); Identify number of degrees (L. 2)
Digital competence: Use Poptropica English Islands digital tools (L. 1 to 10)
Social and civic competence: Be a good friend (L. 5)
Cultural awareness and expression: Find out about natural disasters in the world (L. 9)
Learning to learn: Reflect on what has been learnt and self-evaluate progress (L. 10)
Initiative and entrepreneurship: Develop one's own criteria and social skills (L. 1 to 10)

Skills (From Global Scale of English Learning Objectives – for Young Learners)

Speaking	Reading
<ul style="list-style-type: none"> • Can recite a short, simple rhyme or chant • Can sing a basic song from memory • Can say what the weather is like using basic phrases • Can describe weather conditions in their country using simple language • Can ask people how often they do common everyday activities • Can summarise the key information in basic diagrams, e.g. bar charts, timelines 	<ul style="list-style-type: none"> • Can follow the sequence of events in short, simple cartoon stories that use familiar key words • Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails) • Can understand the main points in simple descriptive texts on familiar topics • Can extract specific information in short texts on familiar topics • Can get the gist of short factual school texts • Can identify key vocabulary and expressions in unfamiliar texts related to school subjects • Can identify the differences between two similar versions of a text, if guided by questions
Listening	Writing
<ul style="list-style-type: none"> • Can recognise familiar words and phrases in short, simple songs or chants • Can understand basic phrases about the weather, if spoken slowly and clearly 	<ul style="list-style-type: none"> • Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures

Classroom ideas

- Make a poster with a map of the place where pupils live with symbols for weather conditions
- Make a chart for weather conditions to be used daily in the classroom
- Decorate the class with the CLIL poster
- Ask the pupils to draw mind maps and vocabulary maps
- Use the internet to find information about natural disasters
- Use photos from the internet to show seasonal activities in the world
- Bring to the classroom library books that talk about seasons
- Photocopiables

Take-home English

- Letter for parents. When you begin Unit 3, give pupils a copy of the letter for the unit (see digital tools) This explains what pupils are going to learn in this unit.
- Home-School link: Encourage pupils to show their work from Lesson 8 to their parents

Evaluation

Self-assessment objectives

- I can identify weather, seasons and activities.
- I can ask about the weather today and in the past.
- I can understand a text about hurricanes.

Resources

- Pupil's Book p. 34
- Activity Book p. 28
- Grammar reference (Pupil's Book p. 113)
- Unit 3 Extra practice (Activity Book p. 98)

- Picture dictionary (Activity Book p. 106)
- Test Booklet – Unit 3, p. 16

Lesson 1 Pupil's Book page 34

Lesson objective

To identify weather words

Target language

warm, humid, wet, stormy, lightning, thunder, temperature, degrees

Materials

Audio; Flashcards and Wordcards – Weather conditions; Character story cards; Learning adventure poster

Optional activity materials

Real clothes or pictures of clothes; map of the country; card; scissors; Weather poster; Photocopiable 3.1

Warm-up

- Bring in some clothes or display some pictures of clothes that the class has learnt. You need a mix of summer and winter clothes, e.g. T-shirt, trousers, skirt, socks, shoes, dress, boots, jumper, hat, coat, trainers, shirt, shorts, scarf.
- Revise *hot* and teach *cold*, using mime. Show a garment and ask, *Is it for hot weather or cold weather?* Pupils say *hot* or *cold*.

Learning adventure

1 What do you know?

- Open books and ask pupils to look at the main scene. Ask, *What are we learning about today?* Write the lesson objective on the board: *We're learning weather words.*
- Close books. Ask pupils what English words they know about weather, e.g. *cold* (weather), *hot* (weather). Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

- Use the Flashcards – Weather conditions to teach the vocabulary. Hold up the flashcards in turn and say the words for pupils to repeat. Hold up the flashcards again, this time asking individual pupils to say the words.

2 Listen and find.

- Focus on the scene. Point at the main characters and ask, *Who are they?* (*Oliver, Sophie, Finley Keen*). Explain that the actress in the scene is Favolina Jolly and that the man operating the machine is a special effects man.

- Point at Oliver and Sophie and ask, *Where are they?* (*in a film studio, under a weather machine*).
- Tell pupils (in L1) they are going to listen to an audio track describing what they can see in the main illustration. Play the audio while pupils listen.

Audioscript CD1, Track 63

SEM = SPECIAL EFFECTS MAN

FJ = FAVOLINA JOLLY FK = FINLEY KEEN

SO = SOPHIE OL = OLIVER

SEM: Welcome to my studio. This is my weather machine. Are you ready?

FJ: Brrrrrr! The temperature is zero degrees! It's very cold.

FK: Aaaarrggghh! It's stormy. There's lightning... and thunder. Help!

SO: Oooohhhh! It's raining now! It's very wet... and I'm very wet!

OL: Uhhmm! It's warm and humid here! I'm hot... very hot!

SEM: Mmmm... strange... My weather machine is broken. Sorry, everyone!

- Play the audio again. Pupils listen and point at the weather mentioned.

Practice

3 Listen and say True or False.

- Ask pupils to look at the pictures 1–6.
- Play the audio and ask pupils to listen.

Audioscript CD1, Track 64

- The temperature is zero degrees.
- It's stormy.
- It's wet.
- There's lightning.
- He's wet.
- It's hot.

- Play the audio again, pausing after each sentence. Pupils write a tick or a cross in the boxes depending whether the sentence is *True* or *False*. Check answers with the class.
- Hold up the weather flashcards in turn and ask individual pupils to say the words.

ANSWER KEY

- 1 True 2 True 3 False 4 False 5 True 6 False



4 Listen and say.

- Play the audio and ask pupils to listen first.

Audioscript CD1, Track 65

- | | |
|-----------|-------------|
| stormy | warm |
| lightning | wet |
| thunder | temperature |
| humid | degrees |

- Focus on the main scene and the labels next to each picture in it. Read them to the class one by one. Pupils find the words as they hear them and repeat them.
- Play the audio again. Pupils listen, point at the pictures and repeat the words.
- Divide the class into pairs. Pupil A says the letter of one of the small pictures, e.g. *Picture a* and Pupil B says the weather word, *warm*. They then swap roles.
- Display the relevant weather flashcards on one side of the board and write the corresponding words or put up wordcards on the other side. Pupils come to the front, read the words aloud and match them to the pictures.

Activity Book page 28

1 Match.

- Pupils look at the map and the pictures. Give them time to read the weather words and match them to the pictures.

ANSWER KEY

humid – east; lightning, stormy, thunder – south; wet – west

2 Look at Activity 1. Then read and write.

- Pupils use the words in Activity 1 to complete the weather forecast according to the picture prompts. Make sure pupils understand the compass: can they find the words *north*, *south*, *east* and *west* in the text and point at the correct parts of the map?
- Tell the class to read the weather words and match them to the pictures. Point out the example and complete the description of the weather in the north as a whole-class activity.
- Check by asking individual pupils to read the completed sentences.

ANSWER KEY

2 29 3 humid 4 27 degrees 5 wet
6 19 degrees 7 stormy 8 thunder
9 lightning 10 23 degrees

Learning adventure

Ask pupils, *How many weather words do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Hand out the Weather Flashcards to several pupils. Call out one of the weather conditions. The pupil holding the flashcard you call must stand up and say a sentence using it, e.g. *It's cold*.

Lesson 2 Pupil's Book page 35

Lesson objective

To ask and answer about the weather, using *What's the weather like?* and *What's the temperature?*

Target language

What's the weather like today? It's (warm). What's the temperature today? It's 25 degrees.

Materials

Audio; Flashcards and Wordcards – Weather conditions

Warm-up

- Use the Flashcards – Weather conditions to revise the vocabulary from the previous lesson. Hold up the flashcards and elicit the words. Then ask individual pupils to hold up the flashcards at the front of the class. Hold up the wordcards or write the words on the board and pupils point at the correct flashcards.
- With stronger classes, ask individual pupils to come to the front and write the words on the board.

Learning adventure

Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to ask and answer about what the weather's like.*

Presentation

- Show a flashcard, e.g. rain and ask, *What's the weather like?* Say, *It's wet.* Ask the class to repeat, *It's wet* after you. Repeat with the other words.

5 Listen and chant.

- Play the audio. Pupils listen and follow the words. Play the chant again. Pause after each line for pupils to repeat. Play the chant once more for pupils to join in and say together. Use the flashcards to help prompt the words if necessary.

Look!

- Play the audio and have pupils listen and follow the *Look!* box. Pupils read them. Focus on the first question and give more answers, e.g. *It's stormy.* Elicit more answers from the pupils and write them on the board. Focus on the second question and give more answers, e.g. *It's 30 degrees.* Elicit more answers from the pupils and write them on the board. Pupils can copy them into their notebooks.

Practice

6 Listen and point. Then ask and answer.

- Tell the class that they are going to listen to an audio track and have to point at the corresponding pictures. Play the audio for pupils to listen and point.

Audioscript **CD1, Track 68**

GI1 = GIRL 1 GI2 = GIRL 2 SO = SOPHIE

1

GI1: What's the weather like today?

SO: It's humid.

2

GI2: What's the weather like today?

SO: It's cold and snowy.

3

GI1: What's the weather like today?

SO: There's thunder and lightning.

4

GI2: What's the weather like today?

SO: It's wet.

5

GI1: What's the weather like today?

SO: It's warm and sunny.

- Organise the class into pairs and explain the second part of the activity. Pupil A says a letter from a to e and asks, *What's the weather like?* Pupil B looks at the picture and answers. They then swap.

ANSWER KEY

1 e 2 a 3 d 4 c 5 b

Activity Book page 29

3 Listen and number.

- Tell the class (in L1) that they are going to listen to an audio track and have to number the pictures in the order they hear them. Play the audio twice. Allow time for pupils to number the pictures. Play the audio again. They check their answers.

5 Listen and chant.

What's the weather like today?
It's cloudy and wet. We're sad, we can't play.

What's the weather like today?
It's hot and humid. We're sad, we can't play.

What's the weather like today?
There's thunder and lightning. We're scared, we can't play.

What's the weather like today?
It's warm and sunny. We're happy, let's play!

LOOK!

What's the weather like today? **It's warm.**
There's thunder and lightning.

What's the temperature today? **It's 25 degrees.**

6 Listen and point. Then ask and answer.

a b c

d e

Picture a. What's the weather like today?
It's ...

Lesson 2 **35**

Audioscript

CD1, Track 69

1 What's the weather like today?

It's wet.

2 What's the weather like today?

It's 5 degrees. It's cold.

3 What's the weather like today?

It's warm.

4 What's the weather like today?

It's humid.

5 What's the weather like today?

It's stormy. There's thunder and lightning.

6 What's the weather like today?

It's 32 degrees. It's hot.

ANSWER KEY

a 3 b 6 c 1 d 5 e 2 f 4

4 Look and write.

- Direct pupils' attention to the pictures. Explain that they have to look at the pictures and complete the sentences under each picture with the correct words. When they have finished, ask individual pupils to read their sentences to the class.
- Ask the pupils to give any more answers they can, that correspond to the actual weather, e.g. for picture 4: *It's snowy.*

ANSWER KEY

2 humid 3 warm/hot/sunny 4 wet/cold
5 34 degrees 6 2 degrees

Pop quiz

Play *Spelling bee* (see p. 238), using words for weather conditions. Pupils listen to the words you say and, taking turns, they try to spell them correctly. You could also include other words, e.g. clothes, activities, animals.

Online World

- Direct pupils' attention to the computer screen card. Tell pupils to go online to the Online World and find the item. Once pupils click on the card within the game they are taken to a supplementary language task.

Lesson 3 Pupil's Book page 36

Lesson objective

To talk about seasonal activities

Target language

go camping, go water skiing, go hiking, go snowboarding, spring, summer, autumn, winter

Materials

Audio; Flashcards and Wordcards – Weather conditions

Optional activity materials

A calendar; Photocopiables 3.2–3.3

Warm-up

- Show the Flashcards – Weather conditions in turn and ask, *What's the weather like?* Pupils answer, e.g. *It's wet.*

Learning adventure

Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about activities you can do in different seasons.*

- Close books. Ask pupils what English words they know for activities, e.g. *swimming, riding a bike.* Write them on the board.
- Refer to the learning adventure poster and say, *Great! You are moving along your learning adventure!*

Presentation

- Show a calendar to the class and revise the months of the year. Then say, *Twelve months is one...* Elicit *year* in L1 and say, *Yes, one year.* Pupils repeat *year.*
- Write, e.g. 21 June, 21 September and ask (in L1) what season it is. Teach *spring, summer, autumn* and *winter.* Then ask, *Is it (cold) in (spring)? What's the weather like in (spring)?* Repeat with the other seasons.

7 Listen and find. What's missing? Listen again and say.

- Introduce the new words (*spring, summer,...*) using the flashcards. Hold them up and say the words for pupils to repeat. Ask individual pupils to say the words. Play the audio for pupils to listen and repeat.

Audioscript

CD1, Track 70

- go snowboarding
- go camping
- go water skiing
- go hiking
- winter
- autumn
- spring

- Play the audio again, pausing after each activity. Pupils listen, point at the activity they hear.
- Now ask the pupils which word was missing. The pupils say the correct word (*summer*).

Song

8 Listen and choose. Then sing.

- Play the audio with books closed. Lead the class in miming the actions while listening. Play the song again with books open. The class follows the lines and mimes. Play the song a few more times, until pupils can sing along as they mime.

ANSWER KEY

spring, go camping, summer, go water skiing, autumn, goes hiking, winter, goes snowboarding

Look!

- Play the audio and have pupils listen and follow the *Look!* box. Look at the sentences and focus on the use of *go + -ing* form. Ask pupils for more examples and write them on the board. Pupils can copy them into their notebooks.

Practice

9 Listen and say.

- Organise the class in pairs. Play the audio. Pupils listen and repeat the words.
- Ask the pupils to take turns to say sentences describing activities for the different seasons, e.g. *I go camping in the summer.*

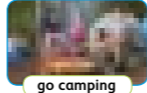
Audioscript

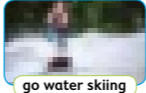
CD1, Track 73


- He goes camping in spring.
- He goes water skiing in summer.
- He goes snowboarding in winter.
- He goes hiking in autumn.

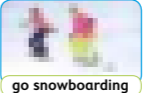
7 Listen and find. What's missing? Listen again and say.

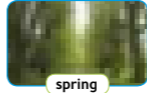
VOCABULARY

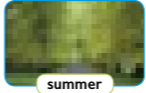

go camping



go water skiing

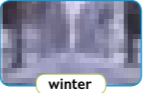

go hiking


go snowboarding


spring


summer


autumn


winter

8 Listen and choose. Then sing.

SONG

Spring, summer, autumn, winter
Four seasons in a year.

It's **spring** **autumn**.

We **go hiking** **go camping** in spring.
We fish and swim in the river.

It's **autumn** **summer**.

I **go swimming** **go water skiing** in summer.
I jump up high in the sea.

It's **autumn** **summer**.

She **goes camping** **goes hiking** in autumn.
She walks and climbs in the mountains.

It's **spring** **winter**.

He **goes water skiing** **goes snowboarding** in winter.
He rides and jumps in the snow.

9 Listen and say.

1 spring	2 summer
3 winter	4 autumn

LOOK!

I/We/They **go camping** in spring.
He/She **goes camping** in spring.

He goes ... in spring.

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Can talk about seasonal activities

Activity Book page 30

5 Look and write.

- Pupils write the correct season from the word bank under each picture. Check as a class. Point at a picture and ask, *What's the weather like?* Pupils answer. Then ask, *What season is it?* Pupils answer.

ANSWER KEY

2 summer 3 winter 4 spring

6 Look and write.

- Direct pupils' attention to pictures 1–4. Explain (in L1) that they have to choose the words from the word bank and write them under the corresponding pictures. Check answers with the class.

ANSWER KEY

2 go camping 3 go water skiing 4 go hiking

7 Look at Activity 6 and write.

- Explain to the pupils that they have to write sentences describing what the characters are doing in each season. Check answers with the class.

ANSWER KEY

- 2 goes camping, spring (accept 'summer')
- 3 goes water skiing, summer
- 4 go hiking, autumn

Learning adventure

Ask pupils, *How many seasonal activities do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Play *Hit the card* (see p. 237) to revise seasons, months, weather and seasonal activities.

Lesson 4 Pupil's Book page 37

Lesson objective

To read about and say what the weather was like

Target language

What was the weather like last summer? It was sunny.
What was the weather like yesterday? It was windy.

Materials

Audio; Flashcards – Weather conditions

Warm-up

- Write the day on the board, e.g. *Monday*. Ask, *What's the weather like today?* Draw the appropriate weather symbol. Pupils can copy it into their notebooks. Repeat this procedure every class, or when the weather is different from normal.

Learning adventure

- Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning to read about and say what the weather was like.*

Presentation

- Focus on the illustrations that go with the texts. Ask the class to listen to your descriptions and point at the corresponding picture: *They are flying a kite. They are playing, etc.* Ask questions about the weather in each picture, e.g. *What's the weather like in picture 1?* Elicit more sentences and write them on the board.

10 Listen and read. Then match.

- Look together at the pictures. Pupils say what they can see: *I can see flowers, etc.*
- Play the audio while pupils listen and read. Then ask a pupil to read the first text aloud. Ask, *What season is it?* Pupils answer and say which season picture matches the text. Repeat with the remaining texts.

ANSWER KEY
1 a 2 d 3 b 4 c

- Ask, *What's the weather like today?* and elicit answers. (*It's sunny, etc.*) Then ask, *What day is it today?* (*It's Tuesday, etc.*). Mime with a thumb going behind your shoulder to indicate the past and ask, *What was the weather like yesterday?* Say, *Monday* (the day before) to help pupils understand that we mean the day before.

Look!

- Play the audio and have pupils listen and follow the *Look!* box. Focus on the first question and give true answers, e.g. *It was sunny*. Elicit more answers from the pupils and write them on the board. Focus on the second question and give true answers, e.g. *It was warm*. Write the answers on the board. Revise all the examples with the class. Pupils can copy them into their notebooks.

Practice

11 Look and say.

- The pupils look at the pictures and the prompts in bubbles. They write sentences describing the pictures in their notebooks. Ask a few pupils to read their sentences aloud. Write them on the board.

Activity Book page 31

8 Read and number.

- Ask pupils to look at the pictures carefully. Read sentences 1–4 aloud and check that pupils understand. Pupils number the pictures. Check answers with the class.

ANSWER KEY
2 a 3 c 4 b


9 Read and write.

- Tell the class that they have to look at the pictures and then answer the questions below. Read the questions aloud and check that pupils understand. Give them time to answer the questions. Ask a few pupils to read their answers aloud and write the correct ones on the board.


3

10 Listen and read. Then match.


READING




1 It's windy and I can fly my kite. It's autumn. The weather is cool. There are a lot of apples on the tree in my garden. Yum!



2 I like the flowers in spring. The birds sing in the trees. I like listening to the birds and the rain. I love the weather. It's always mild and cool or warm.



3 It's hot and humid and there's no school! Sometimes it's 35 degrees. I love summer. I go swimming and I go to the park with my friends. I eat a lot of fruit. My favourites are strawberries and peaches.




4 It snows and it's really cold. But winter is beautiful. Some birds don't like the cold and they fly to hot places. Some animals sleep. I go skiing.

LOOK!


What was the weather like **last summer**? It was **sunny**.

What was the temperature **yesterday**? It was **5 degrees**.



last summer

Last summer it was ...



yesterday

Yesterday it was ...

Lesson 4
Can read about and say what the weather was like
37

ANSWER KEY

2 It was 30 degrees. 3 She goes water skiing.
4 It was cold. 5 It was 1 degree. 6 He goes skiing.

Pop quiz

- Ask pupils to draw something that represents their favourite season of the year, e.g. a kite for autumn or skis for winter. Ask individual pupils to show their pictures to the class and talk about them. The other pupils guess what season they are talking about. Ask stronger pupils to write about their season in their notebooks.

Lesson 5 Pupil's Book page 38

Lesson objective

To understand and act out a simple story

Values

Be a good friend.

Target language

go camping, Here, let me help. Action!

Functional language

Phew! Wow! Brrr! Mmm!

Materials

Audio; Story cards; Character story cards; Flashcards – Weather conditions; Props for acting out the story, e.g. a hat, glasses and megaphone for the director, glasses for Oliver

Optional activity materials

Photocopiable 3.4

Warm-up

- Ask pupils (in L1) what they can remember about the story from the previous episode. Show the Unit 2 story cards to help pupils remember.
- Ask pupils to look back at p. 34. Ask pupils to identify the weather conditions in the scene.

Learning adventure

Open books and ask pupils to look at the story. Ask, *What are we learning today?* Write the lesson objective on the board: *We're reading a story about the weather at Discovery Studios.*

Presentation

12 Listen and read. Then act out.

- Direct the pupils' attention to the story and ask questions about the characters and the scene: *Who can you see? (Oliver, Sophie, Uncle James, the film director, Coco.); Where are they? (in a film studio); What's the weather like in picture (2)? (It's hot.) Who has got the script? (Coco.)*
- Show the story cards one at a time and ask the Before listening to the story questions. Pupils predict what happens in the story.
- Play the audio for pupils to listen as they follow the story in their books. Ask if their predictions were correct and then ask the After listening to the story questions.

- Divide the class into groups of five. Assign characters to different members of the group. Pupils act out the story.
- Ask for volunteers. They come to the front and act out the story. Use the props. Encourage pupils to use tone of voice and expressions to match the pictures. Encourage pupils to say the lines from memory.

You might like to give pupils feedback on their roleplay. You can give feedback on: memory of the words in the story, intonation, facial expressions, miming, use of props.

Extension questions

Write the following question on the board: *How does the weather change our lives?* (e.g. When the weather is snowy, it can be difficult to travel to other places. We have to wear warm clothes and boots, we can play in the snow. If it is very windy, it can damage trees and houses). Use L1 if necessary.

- Pupils work in pairs. Give pairs two minutes to think of their answers. Check ideas with the class.

Practice

- Shuffle the story cards and put them in random order on the board. With books closed, ask, *Which is number one?* Pupils answer. Continue until all the story cards are in order.
- Hold up the story cards in order and retell the story making some deliberate mistakes. Every time pupils spot a mistake, they put up their hands and correct it.

Values

- Say a few ways to be a good friend, e.g. *Help your friends. Listen to your friends.* Ask pupils to say what good friends do and what they do not do. Write some examples on the board of good things to do and ask pupils to give more examples.
- Organise the class in pairs. Pupils take turns to ask and answer about ways to be a good friend. Discuss (in L1) the importance of being a good friend.

Activity Book page 32

10 Write. Then number the pictures in order.

- Direct pupils' attention to the pictures and speech bubbles. Ask them to complete the bubbles with sentences from the word bank. Pupils write sentences for the speech bubbles. They then number the pictures in order. Check answers with the class.

12 Listen and read. Then act out.

STORY

VALUES Be a good friend.

38 Lesson 5 Can understand and act out a simple story

ANSWER KEY

- a It's 38 degrees! 2
b Hot milk. Thank you! 6
c Ready? Action! 1
d Where's Sophie? 5
e And now it's snowy and cold! 4
f Now there's thunder and lightning! 3

11 Look at Activity 10. Then read and write.

- Pupils look at the pictures again. They then read the questions and answer them. When they have finished, ask individual pupils to read an answer each.

ANSWER KEY

- b Yes, she does. c Yes, they do. d Yes, she is.
e Yes, it is. f No, it isn't.

Pop quiz

Close books. Say statements about the story, some true and some false. Ask pupils to put their hands up when they hear a false statement. Ask individual pupils to correct the false sentences e.g. *They go skiing in the winter in this film. (No, they go camping in the summer in this film.) Oliver is very cold. (No, he's very hot.),* etc.

Role playing the story

Additional story practice:

- Pupils draw a new picture for any frame of the story.
- You might like to give pupils feedback. You could give pupils two stars and one wish, e.g. *Fantastic actions! Great teamwork! Speak a bit louder next time.* This could be given in L1.

Story card activities

For suggestions on how to use the story card activities, please see p. 24.

Lesson 6 Pupil's Book page 39

Lesson objective

To pronounce the sounds ew and y

Target language

new, dew, chew, stew, my, try, fly, sky

Materials

Audio; Flashcards and Wordcards – Phonics; Phonics poster


Optional activity materials

Photocopiable 3.5

Warm-up

- Show pupils the Flashcards – Phonics of the sounds from Unit 2.
- Read the words aloud and ask pupils to find a common pattern.

Learning adventure

 Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning the sounds ew and y.*

Presentation

13  **Listen and repeat.**

- Write on the board the sounds /ew/ and /y/. Play the audio for pupils to listen. Play it a second time for pupils to listen and repeat.

Audioscript **CD1, Track 77**
 ew
 /ew/ /ew/ /ew/
 y
 /iy/ /iy/ /iy/

14  **Listen, point and say.**

- Tell the pupils that they must point at the sound that they hear. Play the audio for pupils to listen and point. Play it a second time for pupils to listen, point and say.

Audioscript **CD1, Track 78**
 /iy/ /iy/
 /ew/ /ew/
 /ew/ /ew/
 /iy/ /iy/

Practice

15  **Listen and blend the sounds.**

- Demonstrate the blending of the first sound; pupils repeat what they hear. Then tell the pupils that they must listen and blend the sounds. Play the audio for pupils to listen and say the words that contain the corresponding sounds.


16 **Read the sentences aloud. Then find ew and y.**

- The pupils read the sentences aloud. They then find and point at the sounds /ew/ and /y/. Ask them to read the words containing these sounds aloud.

Activity Book page 33

12 **Read the words. Circle the pictures.**

- Give pupils time to read the words and circle the corresponding parts of the picture.


13  **Listen and connect the letters. Then write.**



- Play the audio and give the pupils time to draw the lines to connect the letters. Play the audio again and give pupils time to write the words.


Audioscript **CD1, Track 80**
 1 /l/ /ea/ /f/
 2 /k/ /oi/ /n/
 3 /m/ /ai/ /l/
 4 /w/ /ee/ /k/


ANSWER KEY
 coin, mail, week



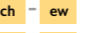

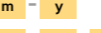
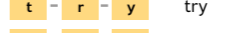
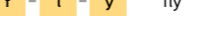

PHONICS 3


13  **Listen and repeat.**

1  2 



14  **Listen, point and say.**

15  **Listen and blend the sounds.**

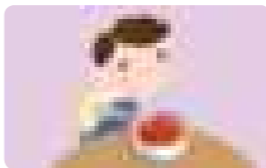
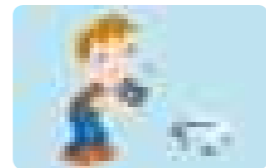
1  new	2  dew
3  chew	4  stew
5  my	6  try
7  fly	8  sky

16  **Read the sentences aloud. Then find ew and y.**


1 There's dew on the grass.	2 I am trying to fly!
-----------------------------	-----------------------

3 Chew the stew.	4 My new jet can fly in the sky.
------------------	----------------------------------


Lesson 6 Can pronounce the sounds ew and y 39

14  **Listen and write the words.**

- Play the audio, pausing if necessary to give pupils time to write the words. Play it again for them to check what they have written. Check answers.


Audioscript **CD1, Track 81**
 1 stew
 2 dew
 3 my
 4 try

ANSWER KEY
 2 dew 3 my 4 try

15  **Read aloud. Then listen and check.**

- Ask different pupils to read the text aloud, one sentence each. Then play the audio: they listen and check.

Pop quiz

 Divide the class into two groups. Give each group a sound from this lesson: ew or y. Say words, some with and some without the new sounds. Pupils stand when they hear their sound, or words containing their sound.

Lesson 7 Pupil's Book page 40

Lesson objective

To understand texts about seasons in the UK and Australia

Cross-cultural focus

December in the UK and Australia

Target language

The weather is... , The temperature is... , It's winter in...

Materials

Audio; CLIL poster; small cards with the weather words and seasonal activities written on them; Learning adventure poster

Optional activity materials

World map or globe; Photocopiable 3.6

Warm-up

- Play a miming game to review weather and seasonal activities. Demonstrate an example first. Mime e.g. *rainy* and pupils have to guess the correct weather. Divide the class into two teams. Teams take turns to take a prepared card and mime to the rest of their team. If the team guess correctly, they win a point. Repeat with the remaining cards.

Learning adventure

17 What do you know?

- Open books and ask pupils to look at the main scene. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about the seasons in the UK and Australia.*
- Close books. Ask pupils what English words they know for weather, e.g. *rainy, warm*. Write them on the board.
- Refer to the learning adventure poster, relate what pupils know and what they will learn and say, *Great! You are already moving along your learning adventure!*

Presentation

- Focus on the photos and the texts. Ask pupils to look at the texts and name where the children are from (*the UK and Australia*).
- Locate the countries on the map or globe. Ask pupils, *What do you know about Australia?* Elicit answers about e.g. the weather, any famous places.

18 Listen and read.

- Play the audio. Pupils listen and follow the texts in their books. Ask pupils to find the names of the children. Write them on the board.
- Ask some comprehension questions: *What season is it in December in the UK? What does Lucy eat for breakfast in winter? What does she wear in winter? What season is it in December in Australia? What's the weather like? What does Dan do in winter? What does Dan do at Christmas?*

Practice

19 Ask and answer.

- Pupils read the text again, read the questions and then answer. They can do this in pairs. Then ask pairs to read the questions and answers aloud.
- Pupils can also make up additional questions for their partner or the rest of the class to answer, e.g. *Is Dan on holiday?* etc.

ANSWER KEY

- In Bradford-on-Avon, England.
- In Sydney, Australia.
- It's sunny and hot.
- It's cold and snowy.

20 Work with a partner and say.

- Pupils work in pairs. Pupils complete the sentences for themselves.
- Ask volunteers to read the answers aloud, which should all be the same. Write them on the board and discuss.

Extension questions

- Write the following questions on the board: *Why do we have seasons? (They are mainly due to the Earth tilting on its axis.) What countries do you know that have the same weather as the United Kingdom/Australia? Why?* (e.g. if pupils say 'France', then it is because France is in the same hemisphere – the northern hemisphere). Use L1, if necessary. Ask pupils to work with a partner to answer them.
- Give pairs two minutes to think of their answers. They might like to write their ideas in their notebooks. Ask pupils to say (in L1) why they chose their ideas.

Wider World

December in the UK and Australia

17 What do you know?

18 Listen and read.

19 Ask and answer.

20 Work with a partner and say.

1 **Lucy's blog**

My name's Lucy and I live in Bradford-on-Avon in England. It's December at the moment and it's winter. The weather is cold and snowy today. The temperature is -2 degrees. I like hot milk and toast for breakfast in winter. I walk to school every day, even in winter. Today I'm wearing warm boots, a hat, a scarf and gloves. In winter we stay in the classroom at break time.

Lucy, 10, the UK

2 **Dan's blog**

I'm Dan and I live in Sydney, Australia. It's December 18th and my school holidays start today. It's summer here and I'm happy. My summer holiday is in December and January. We have got six weeks holiday. The weather is sunny and hot here at the moment. The temperature is 30 degrees. I live near a beautiful beach. Its name is Bondi Beach. I go swimming in the sea and I like playing on the beach with my brother and sister. It's Christmas soon. We don't make snowmen here at Christmas!

Dan, 11, Australia

19 Ask and answer.

- Where does Lucy live?
- Where does Dan live?
- What's the weather like in Sydney today?
- What's the weather like in Bradford-on-Avon today?

20 Work with a partner and say.

The month now is ...
The season is ...
The weather is ... and ... today.

40 Lesson 7 Can understand texts about seasons in the UK and Australia

Activity Book page 34

16 Read and match.

- Ask the pupils to look at the pictures and match each sentence to the correct picture. Check answers with the class.

ANSWER KEY

1 a, d, f 2 b, c, e

17 Read. Then write your answer.

- Ask the class about weather, seasons and activities. Read the questions aloud and check that pupils understand. They read the questions and answer them. Check answers with the class.

Pop quiz

- Play *Picture charades* (see p. 236) with vocabulary for natural disasters.

Extension questions

Ask pupils questions which will help to develop their engagement and extend their thinking.

Examples of extension questions are:

- Questions which do not have a definite Yes/No answer, and could elicit a range of answers (e.g. *Which is the odd one out?*)
- Statements for pupils to agree or disagree with, giving reasons (e.g. *Dogs are better than cats*)
- Giving the answer, for pupils to work out possible questions leading to that answer (e.g. *Answer: Five. Possible question: How many cousins do you have?*)
- Point of view, encouraging pupils to imagine things from different perspectives (e.g. *How do you think the boy felt?*)

This type of questioning requires pupils to use higher cognitive skills than just factual recall, and helps to illustrate their learning.

Lesson 8 Pupil's Book page 41

Lesson objective

To make a presentation about the seasons in their country

Cross-cultural focus

How the seasons change in different countries

Target language

The weather is... , The temperature is... , It's winter in...

Materials

Audio

Optional materials

World map or globe; CLIL poster

Warm-up

- Write anagrams of the seasons and seasonal activities on the board, e.g. *nwreti* (winter), *reumms* (summer), *giiksn* (skiing). Pupils work in pairs to solve them.
- Check answers with the class. To make it more challenging, add a time limit.

Learning adventure

Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're writing and talking about the seasons in our country.*

Practice

21 Read again and choose.

- Pupils read the text on p. 40 again. Pupils can work individually or in pairs. Pupils read the sentences and choose the correct words. They can say the words or write them in their notebooks.

ANSWER KEY

1 winter 2 summer 3 walks 4 sunny 5 snowy
6 swimming

22 Think about your country in December. Use these ideas and your own. Write in your notebook.

- Focus on the example text. Check understanding.
- Focus on the words in the word box. Check understanding and elicit or give examples of weather, clothes, activities and holidays if needed.

- Pupils work individually. They write about their country in December in their notebooks.
- You may wish to make a winter poster for the classroom by asking pupils to copy their texts onto pieces of plain A4 paper and drawing their country in winter next to it.

Project

23 Make a seasons chart.

- Read the instructions and have pupils focus on the example weather chart on the page. Ask what they will need to do to make a successful seasons chart (e.g. *clear writing, nice drawings, neat*).
- Pupils work in groups of three or four.
- Monitor and help the groups.
- Groups present their seasons charts to the class.
- You can have a class vote on the best chart.
- As an alternative, you can ask pupils to create a weather chart for Australia, or another country with different weather and seasons from your country.

You may wish to give pupils feedback on their season charts. You can use the pupils' ideas from the beginning of this activity.

Home-School link

- Read the instruction with the class: Find out about seasons in other countries at home and bring your information to the next class. Ask pupils to do this at home.

Learning adventure

Ask pupils, *How many weather words do you know now?* Give pupils a minute to tell their partner the new words they know.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Say a statement about weather in the UK, Australia, or your country, e.g. *In Spain, it's very hot in the summer.* Pupils stand up if the statement is true, or sit down if it's false.

3

21 Read again and choose.

- 1 December is **summer** / **autumn** / **winter** in the UK.
- 2 December is **summer** / **autumn** / **winter** in Australia.
- 3 In winter, Lucy **gets the bus** / **walks** / **cycles** to school.
- 4 In Australia, the weather is **snowy** / **rainy** / **sunny** in December.
- 5 In the UK, the weather is **sunny** / **rainy** / **snowy** in December.
- 6 In summer, Dan goes **skateboarding** / **swimming** / **cycling** at the beach.

22 Think about your country in December. Use these ideas and your own. Write in your notebook.

weather
clothes
activities
holidays


I like December in Spain. It is winter, but in Madrid it's not usually very cold. It's usually sunny or windy. At school, we play outside in the playground, but we wear our coats and hats! In December, we have school holidays. We celebrate Christmas and don't go to school for two weeks!

PROJECT

23 Make a seasons chart.

- 1 Work in groups.
- 2 Think about the four seasons in your country.
- 3 Make notes on the seasons, months, weather, temperature, activities and clothes.
- 4 Draw or print pictures or photos to decorate your chart.
- 5 Present your seasons chart to the class.

SCHOOL LINK
Find out about seasons in other countries at home and bring your information to the next class.



Lesson 8
Can make a presentation about the seasons in my country
41

Feedback

Let pupils know what they have done successfully and what they can improve upon. For example:

Good! Your pictures are interesting and colourful. Draw a frame for each picture. Write a heading at the top of your poster.

Create feedback messages on stickers or pieces of paper, which you can hand out to pupils. For example:

- *Well done!*
- *Good spelling!*
- *Neat work!*
- *Very colourful!*
- *Interesting pictures!*

Giving pupils feedback about what have done successfully and what they need to improve upon can lead to a positive impact on their achievement.

Project success criteria

Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to *create a poster*, give them clear step-by-step instructions:

1. Choose the pictures you want to use.
2. Fill the page.
3. Use lots of colour.
4. Write the words neatly next to the pictures.

Show pupils what *good* means, so that they know what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve.

Above all, project work is a chance for pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

Lesson 9 Pupil's Book page 42

Lesson objective

To understand a text about hurricanes

Cross-curricular focus

Science (Extreme weather)

Target language

hurricane, typhoon, cyclone, wave

Materials

Audio

Optional materials

World map or globe; CLIL poster; Photocopiable 3.7; pieces of card and coloured pens or pencils

Warm-up

- Use a globe or put a world map on the board. Point at places on the map and ask questions about the weather there that pupils should be able to answer from general knowledge: *Is it (cold) in (Canada) in (winter)? What's the weather like in (the Sahara Desert)?*

Learning adventure

24 What do you know?

- Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're learning about hurricanes.*
- Close books. Ask pupils what they know about hurricanes and if they can say the words for them in English. Write their ideas on the board.
- Refer to the learning adventure poster and say, *Great! You are already moving along your learning adventure!*

Presentation

- Ask (in L1) what extreme weather pupils can think of. Prompt ideas by saying, e.g. *It's very snowy and windy.* Pupils say (in L1) *a blizzard. It's very, very windy (a hurricane). There's water in houses (a flood), etc.* Discuss (in L1) what makes these weather conditions dangerous.

25 Listen and read. Then say True or False.

- Focus on the pictures and ask, *What's this?* Pupils predict. Look together at the title of the article. Check the meaning of hurricane. Ask, *Do you like storms?* Pupils answer.
- Play the audio. Pupils listen and read. Play the audio again. Use the photos and mime to check meaning of camera, circle, knock down and waves. Pupils read the sentences about the text and decide if they are *True* or *False*. You may want to play the audio again while the class is reading the text.
- Allow pupils time to think about the answers. Then ask individual pupils to read a sentence aloud and the class says *True* or *False*. Correct the false sentences.

ANSWER KEY

1 True 2 False 3 True 4 False 5 True

Practice

26 Make sentences in your notebook. Then listen and check your answers.

- Focus on the sentences and tell the class they have to copy them into their notebooks. Revise the meanings of words in the sentences if necessary. Play the audio.

Audioscript

CD1, Track 85

Your attention, please. This is a storm warning. The weather today is very windy and rainy. There is thunder and lightning. The temperature is 18 degrees. Please be careful! The eye of the hurricane is coming tomorrow!

- Pupils complete the sentences using the words in the word box.
- Play the audio. Check answers with the class.

ANSWER KEY

1 storm 2 weather 3 lightning 4 temperature

SOCIAL SCIENCE

24 What do you know?

25 Listen and read. Then say *True* or *False*.

HURRICANES!

Do you like hurricanes?
This man likes hurricanes. He's flying into a hurricane with his camera.

What is a hurricane?
A hurricane is a big storm. There's a lot of wind and rain. The hurricane goes around in a big circle. It can knock down trees and houses. There are big waves on the sea, too.

What's the eye of a hurricane?
The eye is the centre of the hurricane. It isn't windy there.

When and where are there hurricanes?
There are hurricanes in the summer and autumn. In North and Central America, they are 'hurricanes,' but in Asia, the name for these big storms is 'typhoons.' And in Australia, the name is 'cyclones.'

1 The man with the camera likes storms.
2 It's sunny when a hurricane comes.
3 A hurricane makes big waves on the sea.
4 It's windy and rainy in the eye of a hurricane.
5 In Asia, they say 'typhoon' and not 'hurricane.'

26 Make sentences in your notebook. Then listen and check your answers.

lightning storm temperature weather

1 This is a ... warning. 2 The ... today is very windy and rainy.
3 There is thunder and ... 4 The ... is 18 degrees.

42
Lesson 9
Can understand a text about hurricanes

Activity Book page 35

18 Read and circle.

- Pupils read the quiz items carefully and circle the correct answer, A or B. When they have finished, check answers with the class, referring to the information on Pupil's Book p. 42.

ANSWER KEY

1 B 2 B 3 A

19 Write hurricane, typhoon or cyclone.

- Focus pupils' attention on the words in the word banks. They write the correct words. Tell them to use a world map if necessary.

ANSWER KEY

Korea: typhoon, the United States: hurricane, Australia: cyclone, China: typhoon

Learning adventure

Ask pupils, *How much do you know about hurricanes now?* Give pupils a minute to think of ideas with their partner. Accept any answers and promote discussion.

- Ask pupils, *Where are you on your learning adventure now?* Ask pupils which words they find easiest or most difficult to remember. Tell pupils, *Well done!* to reinforce the progress they are making.

Pop quiz

Play *Pass the wordcards* (see p. 236) using language and vocabulary of this unit, e.g. *I swim in the sea in summer.*

Lesson 10 Pupil's Book page 43

Lesson objective

To assess what they have learnt in Unit 3

Materials

Audio; Test Booklet pp. 16–19 (Unit 3), pp. 40–43 (End of term 1 test)

Optional activity materials

A bag or box

Warm-up

- Play *Make a chain*. Say a sentence, e.g. *I swim in the sea in summer*. Ask a pupil to repeat the sentence and then add another element, e.g. *I swim in the sea in summer. I go hiking in the rain in autumn*. Continue until someone makes a mistake or forgets part of the sentence.
- This is a self-assessment lesson. Tell the pupils that the activities on this page will show what they have learnt in this unit.

Learning adventure

Open books and ask pupils to look at the activities. Ask, *What are we learning today?* Write the lesson objective on the board: *We're thinking about our learning adventure*.

- Ask, *How many weather words, seasons and activities can you remember?* Write pupils' answers on the board.
- In pairs, pupils discuss how they feel about their learning adventure. Individual pupils say where they are on their learning adventure, and what they think their difficulties are.

Practice

27 Listen and say the letter.

- Tell the pupils that they must choose the correct picture for each question. Play the audio more than once if necessary.
- Pupils listen, look at the pictures and choose the correct answer.

Audioscript CD1, Track 86

- 1 What's the weather like today?
It's wet.
- 2 What's the temperature today?
It's 25 degrees.
- 3 What's the weather like today?
There's lightning and thunder.
- 4 What's the weather like today?
It's humid.

ANSWER KEY

1 b 2 a 3 a 4 b

28 Make questions. Then ask a friend.

- Ask some questions around the class, e.g. *Do you go skiing in the winter? Do you go swimming in the summer?*
- Pupils look at the words in the table and the example speech bubbles beside it.
- Pupils take turns to ask and answer. They make questions using the words in the table and answer for themselves.

29 Choose a picture from Activity 27. Then ask and answer. Then ask about last year.

- Focus on the pictures in Activity 27 with the class. Ask questions, e.g. *Picture 2c. What's the weather like?* And pupils put up their hands to answer.
- Pupils then work in pairs. They take turns to ask and answer about the pictures in the activity.

Activity Book page 36

20 Look and write.

- Elicit what a *crossword* is (a puzzle containing clues across and down). Here, the clues are pictures. Do an example as a class.
- Then pupils look at the clues and complete the crossword in pairs or individually. Check answers with the class.

ANSWER KEY

Across: 1 wet, 3 humid, 5 temperature, 7 degrees
Down: 2 thunder, 4 lightning, 6 warm, 8 stormy

21 Write.

- Pupils complete the text with the words in the word box.
- Check answers with the class.

ANSWER KEY

2 go snowboarding 3 goes skiing
4 summer 5 go water skiing 6 windy

Activity Book page 37

22 Think and write.

- Pupils write at least one sentence about the weather yesterday. Have confident pupils read their answers aloud.

23 Draw or stick a picture of your favourite season.

- Hand out colouring pencils or pens for pupils to use in this activity. Hand out any pictures of seasons that you've brought to class. Fast finishers can label their picture.

24 Write an email to your friend about your favourite season.

- Pupils write an email about their favourite season. Ask confident pupils to read what they have written aloud.

Activity Book page 98 (Extra practice)

1 Read. Then write your answers.

- Ask, *What's the weather like today?* And elicit answers.
- Direct pupils to the questions. Encourage them to write full sentences to answer them. Check answers with the class.

2 Write about what you and your partner do in each season.

- Divide the class into pairs. Pupils work individually to complete the sentences.
- They then ask and answer in pairs and write their partner's answers as sentences. Ask pupils to share interesting facts about their partner.

3 Draw and write about the weather.

- Check the meaning of *yesterday* and *last winter*.
- Pupils draw what the weather was like at those times. Then they write a full sentence below each picture. Check answers with the class.

4 Write about your favourite season.

- Focus on the prompts given and tell the class about your favourite season using them. Pupils work individually to complete all the sentences. Then they tell a partner.

Learning adventure

Ask pupils how they feel about their learning. Pupils say what they have found easy or difficult. Encourage pupils to feel positively about their learning.

- Pupils say the *I can* statements in the Pupil's Book and point at the faces to represent how confident they feel about each learning objective. They then colour each bar in the Activity Book.
- Put up the Learning adventure poster. Ask, *Where are you now in your learning adventure?* Pupils discuss where they think they are. Tell them, *Well done!* to reinforce the progress they are making.

Pop quiz

In groups of four, pupils tell the others the answers to the following questions: *Which is your favourite activity in the unit? Why? Which activity don't you like? Why? What is your favourite new word? Which word is the most difficult for you?*

- In groups of four, pupils discuss the answers to the questions.
- Groups share their answers with the class.