

Vocabulary:

sunny, rainy, snowy, windy, cloudy

Structure:

How's the weather?

It's _____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.

1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation

Track 90

1. M: Sunny.
2. M: Rainy.
3. M: Snowy.
4. M: Windy.
5. M: Cloudy.

when needed.

4. Play the "Word Tennis" game. Have one student come to the front and play 'Tennis' with you.
5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
6. Divide students into pairs and have them play with each other. Have some pairs demonstrate in front of the class.

B 1. Listen and read.

1. Introduce the situation "It's the weekend..."
2. Have students call out the objects and people they can see.
3. Have students listen and read.

2. Listen and circle.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and circle.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 91 - 92

Narrator: It's the weekend...

Narrator: Look at the pictures. Listen. There is one example.

1. Lucy: Can we play outside?

Ann: How's the weather?

Lucy: It's cloudy, mom.

Ann: Cloudy? OK. Have fun.

Narrator: Can you see the circle? This is an example. Now listen and circle.

2. Ann: How's the weather now, Alfie?

Alfie: It's rainy.

Ann: OK, play inside, kids.

3. Tom: Hello, grandma. How are you?

Grandma: I'm good. And you?

Tom: I'm fine. How's the weather, Grandma?

Grandma: Oh, it's snowy and cold.

Tom: Wow! I like snowy weather.

4. Ben: Mom, it's windy. Can we play outside now?

Ann: Alright.

Kids: Yay!

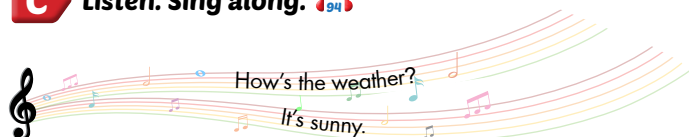
(sound of wind and being outdoor)

STRUCTUREHow's the weather?
It's **sunny**.**Track 93**

M: How's the weather?

W: It's sunny.

C Listen. Sing along.



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Pronunciation tip

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 94


How's the weather?
It's sunny.

rainy, snowy, windy, cloudy

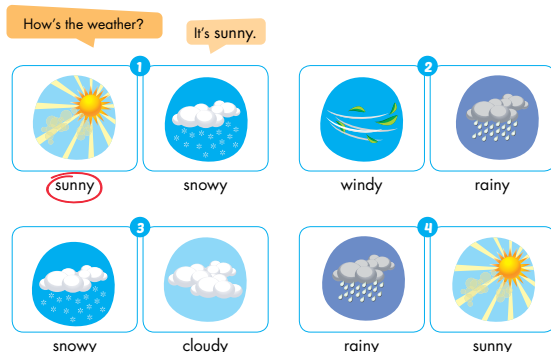
Track 95

B: How's the weather?
G: How's the weather?
M: How's the weather?

PRONUNCIATION TIP

"How's the..."  "Howza..."

D Listen and circle. Practice. Ask and answer.



Listen and circle.

1. Have students call out the objects and people they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio again and have students listen and circle.
4. Play audio again and check answers as a whole class.

Practice.

5. Divide class into Group A and Group B.
- T: I say "How's the weather, rainy."
Group A, you say "How's the weather?"
Group B, you say, "It's rainy."
T: I say "How's the weather, cloudy."
Group A, you say "How's the weather?"
Group B, you say, "It's cloudy." OK?
T(to class): How's the weather?/rainy.

Track 96

Narrator: Look at the pictures. Listen. There is one example.

1. M: How's the weather?

W: It's sunny.

Narrator: Can you see the circle? This is an example. Now listen and circle.

2. W: How's the weather?

M: It's rainy.

3. M: How's the weather?

W: Mmm. It's cloudy.

4. M: How's the weather?

W: Oh no! It's rainy.

Group A: How's the weather?

Group B: It's rainy.

T(to class): How's the weather?/cloudy.

Continue whole class/group/individual drills, with:

- How's the weather?/windy.
- How's the weather?/sunny.
- How's the weather?/snowy.

Ask and answer.

6. Divide students into pairs.
7. Have student A say "How's the weather?" and have student B respond with "It's _____."
8. Swap roles and repeat.
9. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Guess the weather" game.



1. Divide students into pairs or small groups.
2. Have one student ask the others "How's the weather?" and then make actions to show a type of weather.
3. Have the other students take turns to guess the answer, e.g. "It's sunny."
4. Swap roles and repeat.