

Vocabulary:

hot, cold, warm, cool, wet, dry

Structure:

Are you hot? Yes, I am./No, I'm not.

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 104

1. M: Hot.
2. M: Cold.
3. M: Warm.
4. M: Cool.
5. M: Wet.
6. M: Dry.

when needed.

4. Two teams. Play the game "Heads up. What's missing?" Arrange flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

B 1. Listen and read.

1. Review the story from the previous lesson "Tom and Alfie were going home..."
2. Now introduce the situation "The weather gets colder..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and (✓) or (✗).

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and (✓) or (✗).
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 105 - 106

Narrator: The weather gets colder...

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

1. Sam: Good morning kids. Come and help me.

Alfie: OK! (happily)

(sound of crispy leaves)

Tom: Are you warm, Lucy?

Alfie: Yes, I am.

Narrator: Can you see the tick? This is an example. Now listen and put a tick or a cross.

2. Sam: Hey Alfie, are you cold?

Alfie: No, I'm not. I'm OK.

Sam: That's good.

3. Alfie: Are you hot Sam?

Sam: Yes, I am. (pew)

4. Lucy: It's windy. Are you cool, Tom?

Tom: Yes, I am.

(bam-sound of Alfie jumping into the pile of leaves)

Tom, Lucy: uh oh

Lucy: It's Daddy (scared voice)

Sam: Hey kids. The leaves! Oohhhh.

(bang) (Sam laughing hahaha)

(everyone laughs happily)

STRUCTURE

Are you **hot**? Yes, I am.
Are you **cold**? No, I'm not.

Track 107

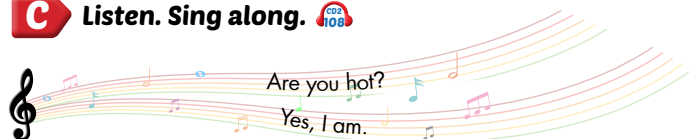
M: Are you hot?

W: Yes, I am.

W: Are you cold?

M: No, I'm not.

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.

Track 108

Are you hot?
Yes, I am.

cold, warm, cool, wet, dry

4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
5. Swap roles and repeat.


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 109

G: Are you hot?
B: Are you hot?
M: Are you hot?


PRONUNCIATION TIP


"...you..."  "...ya..."

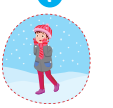

D Practice. Point, ask and answer.

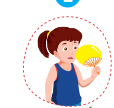

Are you cold?



Are you hot?



 No, I'm not.



 Yes, I am.



1





2



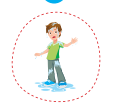

3



4



5



6



7



8



Practice.

1. Divide class into Group A and Group B.
- T: I say "cold, yes."
Group A, you say "Are you cold?"
Group B, you say, "Yes, I am."

T: I say "hot, no."

Group A, you say, "Are you hot?"

Group B, you say, "No, I'm not". OK?

T(to class): Cold, yes.

Group A: Are you cold?

Group B: Yes, I am.

T(to class): Hot, no.

Continue whole class/group/individual drills, with:

- warm/yes.
- cool/no.
- wet /yes.
- dry/no.

Point, ask and answer.

2. Have students call out the objects they can see.
3. Demonstrate the activity using the example.
4. Divide students into pairs.
5. Have student say "Are you _____?" and have student B respond with "Yes, I am." or "No, I'm not."
6. Swap roles and repeat.
7. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Guess the word" game.

_____ you _____ ?



1. Divide the class into two groups.
2. Write a sentence from the lesson on the board with several letters missing.
3. Have each team take turns calling out a letter.
4. Add the missing letters to the sentence if correctly guessed.
5. Have students take turns guessing the sentence.
6. If it is a question and answer pattern, have two students ask and answer in front of the class.