

Unit 1 Rain or sun?

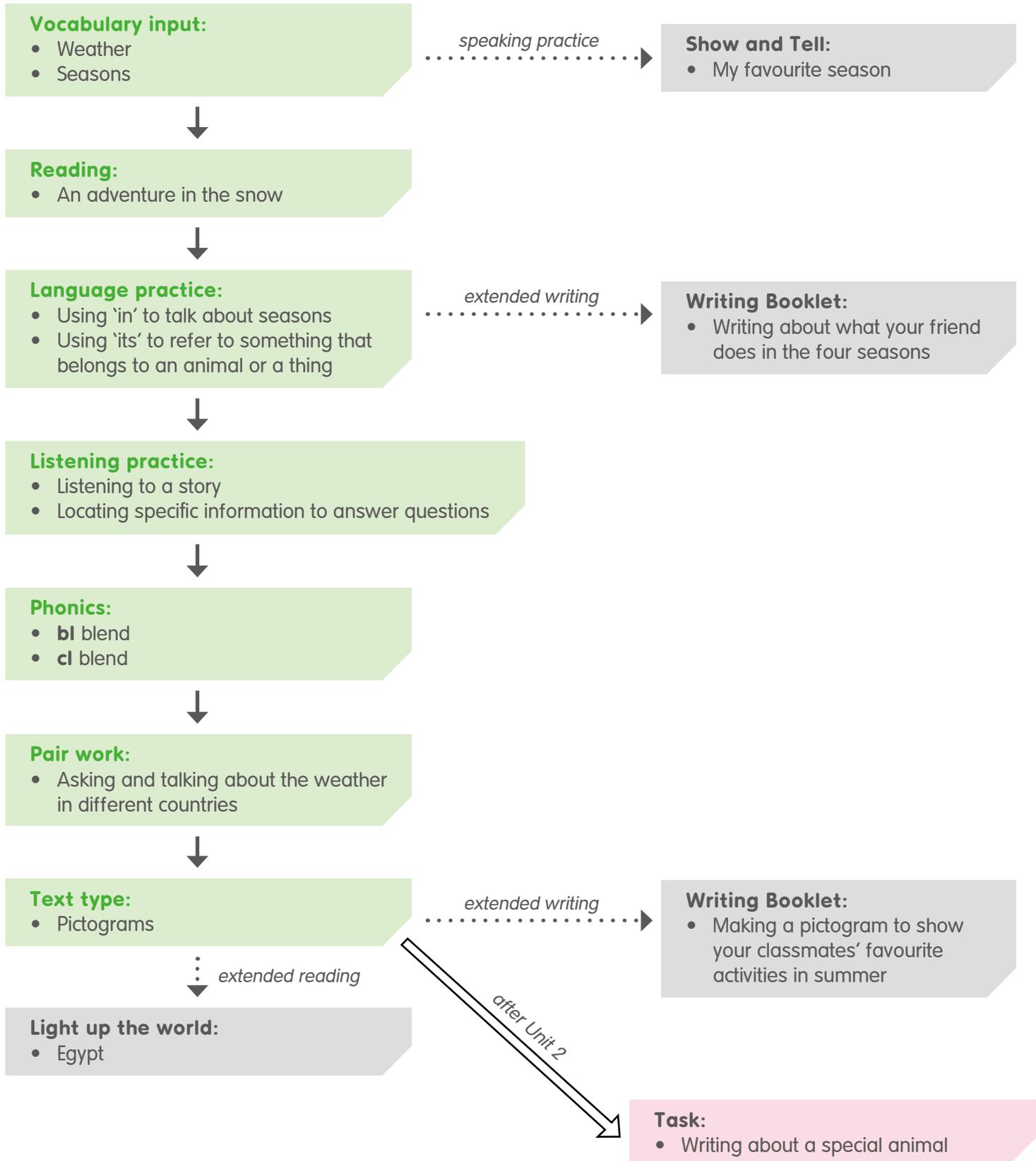
(Module: The world around us)

Suggested teaching time: 12 periods (420 minutes)

Prior knowledge

- Using the simple present tense to talk about habits (Book 3 Unit 1)
- Using 'what' to seek information (Book 1 Units 1, 3 & 5, Book 2 Units 3–4)
- Using possessive adjectives to show relationship (Book 1 Unit 2, Book 2 Unit 1, Book 3 Unit 2)

Unit overview



Unit rundown

Activities (page no. / time)	Overview	Extended activities	Generic skills
Light up (page 5 / 10')	<ul style="list-style-type: none"> Finding the differences between two pictures 		<ul style="list-style-type: none"> Critical thinking skills
Fun with words (pages 6–7 / 70')	<ul style="list-style-type: none"> Learning about adjectives to describe the weather Learning the names of different seasons Learning about adjectives to describe seasons 	<ul style="list-style-type: none"> e-Classroom A crossword puzzle Show and Tell 	<ul style="list-style-type: none"> Critical thinking skills Collaboration skills Information technology skills
Language in use (page 7 / 20')	<ul style="list-style-type: none"> Learning to use common expressions to ask and talk about the weather 		<ul style="list-style-type: none"> Communication skills Collaboration skills Critical thinking skills
Time to read! (pages 8–10 / 120')	<ul style="list-style-type: none"> Reading a story about two children's adventure in the snow Identifying dialogues in a story 		<ul style="list-style-type: none"> Study skills Critical thinking skills
Light up grammar (1) (page 11 / 35')	<ul style="list-style-type: none"> Using 'in' to talk about seasons Talking about what people do and do not do in different seasons 	<ul style="list-style-type: none"> Writing about what your friend does in the four seasons Making books of seasons 	<ul style="list-style-type: none"> Communication skills Collaboration skills Creativity
Light up grammar (2) (page 12 / 35')	<ul style="list-style-type: none"> Using 'its' to refer to something that belongs to an animal or a thing 	<ul style="list-style-type: none"> *Small class teaching plan (Scribing activity) 	<ul style="list-style-type: none"> Communication skills Collaboration skills
Time to practise! (page 13 / 25')	<ul style="list-style-type: none"> Listening to a story Locating specific information to answer questions 		<ul style="list-style-type: none"> Critical thinking skills
Light up phonics (page 13 / 15')	<ul style="list-style-type: none"> Learning the bl blend and the cl blend 		<ul style="list-style-type: none"> Critical thinking skills
pair work (pages 78 & 80 / 20')	<ul style="list-style-type: none"> Revising how to ask and talk about the weather Revising the adjectives to describe the weather 		<ul style="list-style-type: none"> Communication skills Critical thinking skills Collaboration skills
Text type (page 14 / 35')	<ul style="list-style-type: none"> Recognising some features of pictograms 	<ul style="list-style-type: none"> Making a pictogram to show your classmates' favourite activities in summer 	<ul style="list-style-type: none"> Numeracy skills Study skills
Light up the world (pages 16–17 / 35')	<ul style="list-style-type: none"> Reading and learning about Egypt and the Sahara Decoding a message 	<ul style="list-style-type: none"> Watching a slideshow about camels 	<ul style="list-style-type: none"> Study skills Information technology skills

*Suggested teaching time is 50 minutes

Learning objectives:

- To activate prior knowledge about seasons and weather
- To spot the differences between two pictures

Suggested activities**Remarks****'On rainy days'**Activating students' prior knowledge

1. Ask students *Do you like rainy days?* Let students put up their hands to show their answers. Then guide them to give the answers *Yes, I do.* or *No, I don't.*
2. Let students tell you what they do on rainy days. Give them phrases to choose from if they have any difficulties, e.g. *stay at home, go out to play and carry an umbrella.*

Finding the differences in the pictures

1. Open page 5 of the e-Textbook. Ask students to look at the first picture and ask them *Where are the children? (They are in the park.) How many children are there? (Three.)*
2. Read the instruction with students. Ask them to find out the seven differences between the two pictures. Remind them to pay attention to the following aspects:
 - the presence or absence of things
 - the nature of things
 - the difference in colour
3. Invite individual students to come out and point to different parts of the pictures to show the answers.



e-Textbook

	The first picture	The second picture
①	There are three clouds.	There are two clouds.
②	There are no trees on the left.	There is a tree on the left.
③	The boy is wearing a yellow raincoat.	The boy is wearing a green raincoat.
④	The swings are black.	The swings are blue.
⑤	The flower is orange and round.	The flower is yellow and flower-shaped.
⑥	There is a hamster under the leaf.	There is a frog under the leaf.
⑦	There is a snake under the flowers.	There are no snakes under the flowers.

4. You can also use the Warm-up Game in the e-Textbook to carry out this activity.



e-Textbook



Fun with words (page 6)

Suggested teaching time: 45 minutes

Learning objective:

- To learn about adjectives to describe the weather

Suggested activities

Remarks

'Weather in different cities'

Lead-in

Introducing the adjectives

1. Play the Video in the e-Textbook to let students have a brief understanding of adjectives describing the weather.

2. Show the seven Picture Cards to students one by one. Let them look at the content of the cards carefully.
3. Write numbers 1 to 7 on the board as shown below. Then put the Picture Cards randomly on the right-hand side of the board. Say to students *We use different words to describe different weather. Now I am going to play some sound effects and videos to you. You should try to match the sound effects and videos with the corresponding Picture Cards.*

① (windy)	② (stormy)		
③ (rainy)	④ (foggy)		
⑤ (sunny)	⑥ (snowy)		
⑦ (cloudy)			



4. Play the sound effect for 'windy'. Ask a student *What is it?* Let him/her pick the corresponding Picture Card and put it next to ①. Hold up the Word Card for 'windy' and say *It is windy*. Then put the Word Card next to the Picture Card.
5. Play the rest of the sound effects and videos and repeat Step 3 until all the vocabulary items are introduced.
6. You can also use the Picture Dictionary in the e-Textbook to introduce the vocabulary in this unit. Alternatively, click on the target vocabulary on the page.

 e-Textbook (Video *The Weather* 1 min 7 s)



 Picture Cards and Word Cards (weather)

 Sound effects for 'rainy', 'stormy' and 'windy' and videos showing 'sunny', 'cloudy', 'foggy' and 'snowy'

 Collect the above items before the lesson.

 e-Textbook



Suggested activities	Remarks
<p>Development</p> <p style="text-align: right;"><u>Guessing the weather</u></p> <ol style="list-style-type: none"> 1. Show page 6 of the e-Textbook to students. Go through the sentence under each city with students. Tell students <i>We use 'it' when we talk about the weather.</i> 2. Ask students <i>What do you do when it is sunny?</i> Elicit answers from students <i>I wear sunglasses. / I wear a hat. / I bring an umbrella.</i> 3. Go through the expressions at the bottom of the page. Pick up the relevant items and do the actions to elicit the expressions. 4. Read aloud the expressions and invite students to follow after you. 5. Let students choose two expressions from the box. They then work in pairs to help their partners guess the weather. 6. Invite a student to come out to demonstrate how to play the guessing game with you. T: <i>Drive carefully!</i> S: <i>It's foggy.</i> T: <i>You're right! / No, try again!</i> 7. Let students play the game with their partners. Walk around the classroom to monitor progress and offer help if necessary. 	<p> e-Textbook</p> <p> Sunglasses, an umbrella, a hat/cap, a kite, thick clothes</p>

Learner diversity — Developing learners

1. Guide students to match the useful expressions in the yellow box with the adjectives describing the weather. For example, ask them *What adjective can we match with 'bring an umbrella'?* Then let them look at the adjectives at the top of the page and find at least one that matches with the expression.
2. Go through the matching results and ask students to write the adjectives next to the corresponding expressions before playing the guessing game.

Learning objectives:

- To learn about adjectives to describe the weather
- To make and present a weather forecast

Suggested activities

Remarks

Lead-in

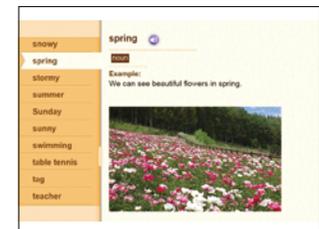
Introducing the adjectives

1. Show the seven Picture Cards to students one by one. Let them look at the content of the cards carefully.
2. Write numbers 1 to 7 on the board as shown below. Then put the Picture Cards randomly on the right-hand side of the board. Say to students *We use different words to describe different weather. Now I am going to play some sound effects and videos to you. You should try to match the sound effects and videos with the corresponding Picture Cards.*

3. Play the sound effect for 'windy'. Ask a student *What is it?* Let him/her pick the corresponding Picture Card and put it next to ①. Hold up the Word Card for 'windy' and say *It is windy.* Then put the Word Card next to the Picture Card.
4. Play the rest of the sound effects and videos and repeat Step 3 until all the vocabulary items are introduced.
5. You can also use the Picture Dictionary in the e-Textbook to introduce the vocabulary in this unit. Alternatively, click on the target vocabulary on the page.

- Picture Cards and Word Cards (weather)
- Sound effects for 'rainy', 'stormy' and 'windy' and videos showing 'sunny', 'cloudy', 'foggy' and 'snowy'
- Collect the above items before the lesson.

e-Textbook



Development

Making a weather forecast

1. Show students a 9-day weather forecast using the following app. Please refer to the Instruction manual on pages 1.7-1.8 for the URLs and details.
 - For iOS and Android users: *My Observatory* [free]

- Tablets

Suggested activities	Remarks
<p>2. Tell students <i>We are going to make a weather forecast. A weather forecast is a description that predicts what the weather is going to be like.</i></p> <p>3. Distribute Worksheet 1 to students and guide them to find suitable information to put into the table. Tell them that they must use at least one adjective learned in this section to describe the weather of a specific day, e.g. It is sunny. / It is rainy and windy. / It is cloudy.</p> <p>4. Give students enough time to finish the weather forecast. Walk around the classroom and offer help if necessary.</p>	<p> Worksheet 1 (page 1.29)</p>
<u>Guessing the weather</u>	
<p>1. Show page 6 of the e-Textbook to students. Go through the sentence under each city with students. Tell students <i>We use 'it' when we talk about the weather.</i></p> <p>2. Ask students <i>What do you do when it is sunny?</i> Elicit answers from students <i>I wear sunglasses. / I wear a hat. / I bring an umbrella.</i></p> <p>3. Go through the expressions at the bottom of the page. Pick up the relevant items and do the actions to elicit the expressions.</p> <p>4. Read aloud the expressions and invite students to follow after you.</p> <p>5. Let students choose two expressions from the box. They then work in pairs to help their partners guess the weather.</p> <p>6. Invite a student to come out to demonstrate how to play the guessing game with you.</p> <p>T: <i>Drive carefully!</i></p> <p>S: <i>It's foggy.</i></p> <p>T: <i>You're right! / No, try again!</i></p> <p>7. Let students play the game with their partners. Walk around the classroom to monitor progress and offer help if necessary.</p>	<p> e-Textbook</p>

Instruction manual

1. For *My Observatory (iOS)*

Step 1: Download and install the app.

<https://itunes.apple.com/hk/app/myobservatory/id361319719?mt=8>

Step 2: Open the app. Tap 'Agree' twice.

Step 3: Swipe the screen to the left and tap 'OK' twice.

Step 4: Swipe the screen to the left and tap the '9-Day Weather Forecast' icon. You can see a general forecast, including a picture of the weather, temperature range and humidity range, for the next nine days.

Step 5: Scroll up or down to look at a more detailed description of the weather forecast.

2. For *My Observatory (Android)*

Step 1: Download and install the app.

https://play.google.com/store/apps/details?id=hko.MyObservatory_v1_0&hl=en

Step 2: Open the app. Tap 'Agree' twice. Then tap 'OK'.

Step 3: Tap the screen twice to exit the user's guide.

Step 4: Swipe the screen to the left and look at the '9-Day Forecast'. You can see a general forecast, including a picture of the weather, temperature range and humidity range, for the next nine days.

Step 5: Tap the screen again to look at a more detailed description of the weather forecast.

Step 6: Tap the return button to go back to the general forecast.

3. For *KidsDoodle (iOS/Android)*

Step 1: Download and install the app.

- For iOS users: <https://itunes.apple.com/us/app/kids-doodle-movie-kids-color/id460712294?mt=8>

- For Android users: <https://play.google.com/store/apps/details?id=com.doodlejoy.studio.kidsdoojoy>

Step 2: Choose 'New' to open a new page.

Step 3: Choose the 'coloured pencils' icon at the bottom to select the stroke you prefer. To erase the unwanted pictures, choose the 'eraser' icon at the bottom.

Step 4: Choose the 'film reel' icon to play the video of what you have just drawn.

Step 5: To draw a new picture, choose the 'paper' icon in the bottom left-hand corner to turn to a new page.

Extension > Drawing a weather report

Resources: Tablets

1. Divide the class into seven groups. Tell students that they are going to make a weather report using the following app. Please refer to the Instruction manual above for the URLs and details.
 - For both iOS and Android users: *KidsDoodle* [free]
2. Assign one adjective describing the weather and a date to each group. Each group has to use the app to draw the weather condition.
3. Then the groups come out and present the weather report to the class using their tablets. They need to show what they have drawn, then say what the weather is like and what people should do in that weather, e.g. **It is rainy. Bring your umbrella.**

Fun with words (page 7)

Suggested teaching time: 25 minutes

Learning objectives:

- To learn the names of different seasons
- To learn about different adjectives to describe the seasons

Suggested activities

Remarks

'The four seasons'

Lead-in

Introducing the seasons and weather

- Draw a table on the board as below. Say to students *There are four seasons in a year. It is spring now. Spring is the first season of the year.* Then put the Picture Card of 'spring' in the first column.
- Write the word 'spring' under the Picture Card. Read the word with students a few times.
- Invite students to put the Picture Cards of 'summer', 'autumn' and 'winter' in suitable places in the table. Then repeat Step 2.
- Put the Picture Cards of 'cold', 'cool', 'warm', 'hot', 'dry', 'wet', 'cloudy' and 'sunny' randomly on the board. Invite students to come out and put the cards under the appropriate seasons.
- Introduce the weather of different seasons to students like this: *Many flowers grow in spring. The weather is warm and wet* (pointing at the corresponding Word Cards when saying the adjectives).

Picture Cards (seasons)

Picture Cards (weather)



- Repeat similar steps for the other three seasons. Then go over the adjectives describing the weather with students.

Development

Reading the chant

- Open page 7 of the e-Textbook and play the chant to students.
- Explain difficult words like 'Hooray' and 'mountains' to students if necessary.
- Divide the class into four groups. Let each group practise reading out one stanza. Encourage students to design some actions for their own stanza.
- Invite each group to stand up and say their own stanza of the chant and do the actions.
- Let students choose the best performing group.

e-Textbook

Suggested activities	Remarks
<p>6. Ask students to find the rhyming words in each stanza. (Spring— see, tree; summer— do, too; autumn— play, hooray; winter— go, snow.)</p> <p>7. Let students play the Vocabulary Game on page 6 of the e-Textbook to consolidate learning.</p>	<p>e-Textbook</p> 

Learner diversity — High achievers *Resources: Worksheet 2 (page 1.30)*

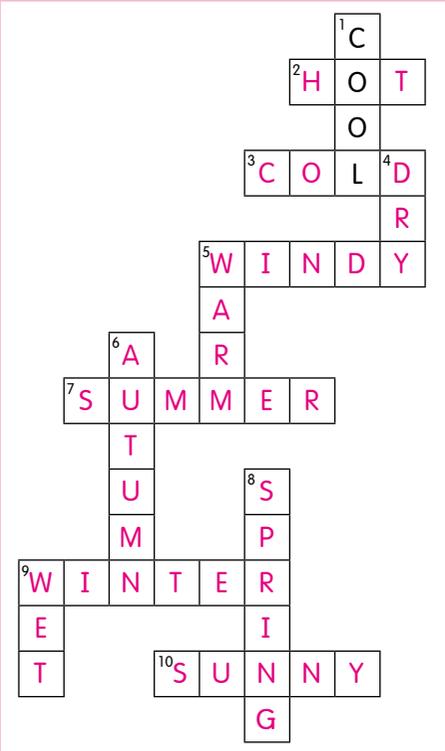
- Distribute Worksheet 2 to the class.
- Ask students to work in pairs. Each pair will need to replace the original activities or actions in the chant with others that they like.
- Write down some season-related phrases such as 'go on a picnic', 'build sandcastles' and 'have a barbecue' on the board to assist students.
- Invite pairs to read aloud their chants to the class.

Extension ▶ A crossword puzzle

Resources: Worksheet 3 (page 1.31)

- Distribute Worksheet 3 to the class.
- Ask students to read the clues and then finish the crossword puzzle as fast as they can.
- The fastest student to finish the puzzle and get all the answers correct is the winner. Give a small gift as encouragement.

Answers for Worksheet 3:



 **Show and Tell** — My favourite season

1. Each student brings a photo or picture of their favourite season.
2. Ask students to think of six to eight sentences to describe their favourite season including such information as what their favourite season is, what the weather is like in that season, what they wear in that season, why they like that season, what activity/activities they do during that season, etc.
3. Invite each student to the front to talk about his/her favourite season. For example, a student brings along a photo or picture of summer.
 - My favourite season is summer.
 - It is sunny and hot in summer.
 - I wear T-shirts and shorts in summer.
 - I like summer because I can eat ice cream and ice lollies.
 - I go to the beach with my family every week in summer.
 - My sister and I like to build sandcastles at the beach.
 - We have a great time there.

Language in use (page 7)

Suggested teaching time: 20 minutes

Learning objective:

- To learn common expressions to ask and talk about the weather

Suggested activities	Remarks
<p>'What's the weather like today?'</p> <p style="text-align: center;"><u>Introducing the expressions</u></p> <ol style="list-style-type: none"> 1. Ask <i>What's the weather like today?</i> Let students look at the weather outside and guide them to choose two Word Cards to show their answers. 2. Write the sentence pattern 'It's ____ and ____.' on the board and put the two adjectives in the blanks. 3. Ask the question again and invite the class to give you the answer. For example, <i>It's warm and windy.</i> <p style="text-align: center;"><u>Practising saying the expressions</u></p> <ol style="list-style-type: none"> 1. Open page 7 of the e-Textbook. Ask students to look at the six symbols at the bottom of the page and tell you what they mean. They can write down the adjective under each symbol if they like. 2. Put students into pairs. Let them ask and talk about the weather conditions at the bottom of the page. 3. Invite some pairs of students to come out and do the conversation. Clarify any problems. 	<p> Word Cards (weather)</p> <p> Remind students to put the adjective showing temperature first.</p> <p> e-Textbook</p> <p> Ask students to find the answers on page 6.</p>

Time to read! (pages 8–10)

Suggested teaching time: 120 minutes

Learning objectives:

- To identify dialogues in a story
- To read a story about two children’s adventure in the snow

Suggested activities	Remarks
<p>Light up reading Suggested teaching time: 10 minutes</p> <p style="text-align: right;"><u>Introducing dialogues</u></p> <ol style="list-style-type: none"> 1. Read part of the story, e.g. <i>Little Red Riding Hood</i>, to students. Use different voices for narration and the different characters. 2. After reading, ask students <i>When do I use different voices?</i> Invite students to give you the answer. (You use different voices for different characters.) 3. Tell students <i>In a story there is often a conversation between two or more people. We call the conversation a ‘dialogue’. A dialogue tells us about what is happening or about to happen.</i> 4. Ask students to find what the people say in the story that they are going to read. 	<p> A well-known storybook</p>
<p>Main text Suggested teaching time: 65 minutes</p> <p>Warm-up (5 minutes) <u>Arousing students’ interest</u></p> <ol style="list-style-type: none"> 1. Show students the two pictures. Tell them <i>These two pictures show winter in Hong Kong and a cold place (like Europe). Which picture shows winter in Hong Kong? Why do you think so?</i> 2. Elicit answers from students, e.g. <i>It snows in cold places in winter. / It doesn’t snow in Hong Kong in winter.</i> 	<p> A picture of a snowy mountain and a picture of Hong Kong in winter</p>
<p>Pre-reading (10 minutes) <u>Introducing the setting and making predictions</u></p> <ol style="list-style-type: none"> 1. Tell the class <i>You are going to read a story about two children and the story takes place in snowy mountains.</i> 2. Open page 8 of the e-Textbook. Go through the first two paragraphs and Picture 1 with students. Ask them the following questions to build the setting. <p>T: <i>Who are the two children?</i> (Mark and Fiona.)</p> <p>T: <i>What is the weather like?</i> (Cold and snowy.)</p> <p>T: <i>What do they find in the snow?</i> (Some giant footprints.)</p> <p>T: <i>Where do the children think the footprints come from?</i> (The snow monster.)</p> 3. Ask students to guess if Mark and Fiona see the snow monster in the end. 	<p> e-Textbook</p>
<p>While reading (50 minutes) <u>Reading the story</u></p> <ol style="list-style-type: none"> 1. Show the picture of a snow monster (yeti) to students. Explain the word ‘snow monster’ to the students: <i>In the past, people told of the legend of the snow monsters. They are ape-like creatures that usually live in the mountains where snow falls. Many people believe that the snow monsters attack people and it is dangerous to see them.</i> 	<p> A picture (a snow monster)</p> <p> Get the picture from the Internet before the lesson.</p>

Suggested activities	Remarks
<p>2. Play the animation of lines 10–22 in the e-Textbook to students. Ask them to pay attention to the pronunciation of difficult words such as 'strange', 'figure' and 'frightened'. Explain the words to students if necessary.</p>	<p>e-Textbook</p> <div style="border: 1px solid black; padding: 10px; text-align: center; margin-top: 10px;"> <p style="color: #e67e22;">The snow monster</p> </div>

HOT skills	Predicting all consequences
<p>1. Let students think about who the white figure is and guess the ending of the story. Ask them to be creative.</p> <p>2. Invite individual students to share their answers with the class.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> • It is the snow monster. It eats Mark and Fiona. • It is a bear. It carries Mark and Fiona to their house. • It is a hunter. It saves Mark and Fiona from the snow. 	

3. Let students read the last two paragraphs of the story silently and find out who the white figure is. (The white figure is Mark and Fiona's father. He comes to take them home.)

HOT skills	Resources: Worksheet 4 (page 1.32)	5W 1H questions
<p>1. Distribute Worksheet 4 to students.</p> <p>2. Ask students to read the story again and answer all the questions.</p> <p>3. Check answers with students and clarify any problems.</p> <p>Suggested answers for Worksheet 4:</p>		
<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 45%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>1. Where do Mark and Fiona live? (They live in the mountains.)</p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>2. What do Mark and Fiona see in the snow? (They see some giant footprints in the snow.)</p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>3. Who do Mark and Fiona think the footprints belong to? (They think the footprints belong to the snow monster.)</p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>4. When does the snow monster come out? (It comes out in winter.)</p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>5. Why do Mark and Fiona go into a cave? (Because there is a snowstorm.)</p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px; margin: 5px;"> <p>6. How do Mark and Fiona know their father is the snow monster? (They see their father's footprints in the snow.)</p> </div> </div>		

Learner diversity — Developing learners

Resources: e-Textbook (Simplified reading passage)

1. To cater for learner diversity, use the simplified version of the reading text to replace the original text.
2. Either print out copies of the simplified text for students or ask students to open the animation in the e-Textbook.

Learner diversity — High achievers

Resources: e-Textbook (Extended reading passage)

1. Print out enough copies of the extended reading passage in the e-Textbook for the class.
2. After students have finished the reading text and the post-reading exercise, distribute the extended reading passage to them for further reading practice.

Let's check!

Suggested teaching time: 10 minutes

1. Allow time for students to locate all the dialogues in the story and remind them to underline the dialogues of the three characters in three different colours.
2. Check answers with students and clarify any problems.

After you read

Suggested teaching time: 35 minutes

1. Open page 10 of the e-Textbook. Go through the first multiple-choice question with students and guide them to look at the second paragraph to find the answer. Remind them to look for the adjective describing the footprints.
2. For the ordering question, ask students to find out where the events are in the story before they arrange the order.
3. Ask students to complete all the questions on the page.
4. Check answers with students and clarify any problems.
5. You can ask students to do the extended comprehension questions in the e-Textbook.

 e-Textbook

 e-Textbook

Light up grammar (1) (page 11)

Suggested teaching time: 35 minutes

Learning objectives:

- To use 'in' to talk about seasons
- To talk about what people do and do not do in different seasons

Suggested activities

Remarks

Lead-in

Introducing the preposition 'in'

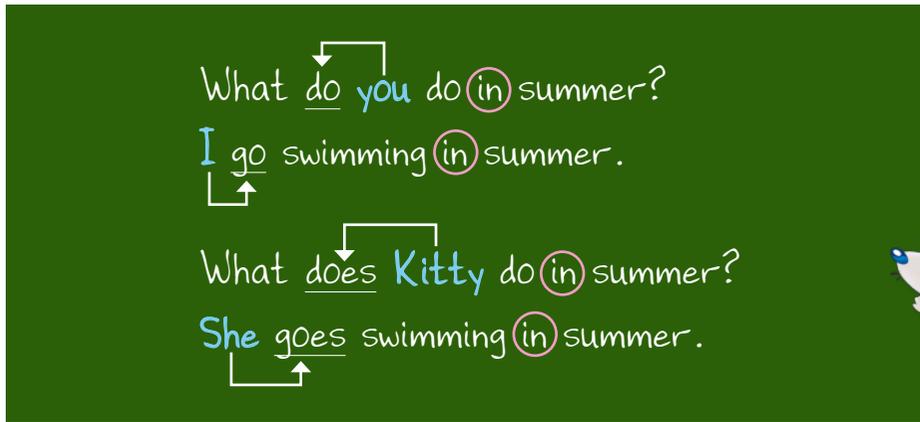
1. Show the hand puppet to students. Say to them *This is my friend Kitty. I want to ask her what she likes to do in summer.*
2. Carry out a conversation using the hand puppet (P).
T: *What do you do in summer?*
P: *I go swimming in summer.*
3. Ask *What does Kitty do in summer?* and say *She goes swimming in summer.*

 A hand puppet

Suggested activities

Remarks

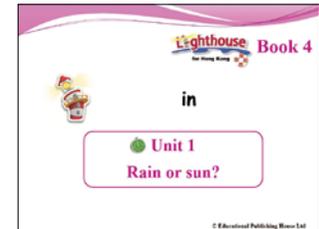
4. Write the questions and answers on the board as shown below.



5. Tell students *We use 'in' before seasons.* Then circle the preposition 'in' in the sentences.
6. Highlight the subjects and verbs in the questions and answers. Let students tell you how the verb is different.
7. Tell students *We add 's' or 'es' to the verb when we are talking about the habit of another person.*
8. Let students complete the exercise in the grammar box.
9. Alternatively, use the PowerPoint presentation in the e-Textbook to introduce this grammar item.

★ Students have learned this in Book 3 Unit 1.

 e-Textbook



 e-Textbook

Development

Completing the role-play

- Turn to page 11 of the e-Textbook. Say *Ben is asking Nancy about what she does and does not do in different seasons.*
- Go through the pictures and the phrases under the children with students. Make sure students know what the phrases mean and how to read them before carrying out the activity.
- Invite a student to talk about the pictures in Question 1 with you as a demonstration.

T: *What do you do in spring?*

S: *I grow flowers in spring.*

T: *What do you not do in spring?*

S: *I don't go hiking in spring.*
- Highlight 'not' and 'don't' in the question and answer respectively. Tell students *'Don't' is the short form of 'do not'. We use it in speaking.*
- Ask students to work in pairs and talk about the remaining pictures.
- Walk around the classroom to monitor progress and offer help if necessary.

Suggested activities **Remarks**

7. Let students play the Grammar Game in the e-Textbook to consolidate learning.

 e-Textbook

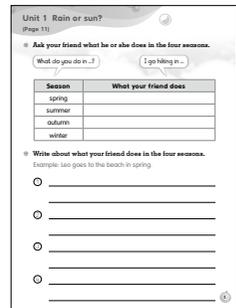


Extended writing

Writing about what your friend does in the four seasons

1. Show page 1 of the Writing Booklet to students and say *You are going to ask your friend what he/she does in the four seasons.*
2. Draw the following table on the board.

 Writing Booklet



Season	What your friend does
spring	
summer	
autumn	
winter	

3. Invite a student, e.g. Paul, to come out to do a demonstration with you. Ask him *What do you do in spring?* He should answer, e.g. *I go on a picnic in spring.*
4. Then write the answer in the table as shown below.

Season	What your friend does
spring	go on a picnic
summer	
autumn	
winter	

5. Guide students to form a complete sentence using the information in the table, e.g. Paul goes on a picnic in spring.
6. Remind students *You need to use the third person singular to write about what your partner does in different seasons, i.e. by adding 's' or 'es' to the end of the verb.*
7. Let students work in pairs. Give them enough time to complete the exercise.
8. Invite some students to come out and share what they have written with the class.

Extension ▶ Making books of seasons

Resources: Paper, newspapers or magazines

1. Invite students to find one picture from newspapers or magazines to illustrate each season, for example, beautiful flowers growing in a garden, people swimming in the sea, people going hiking, people playing in the snow.
2. Students then stick the pictures on pieces of paper and write 1–2 sentence(s) about each season, for example, *It is warm and wet in spring. Flowers grow in the garden.*
3. Students hand in all the pictures.
4. Put pictures of the same season together and make four books, one for each season. Put the books in the reading corner of the classroom for students to look at during recess or at lunchtime.

Light up grammar (2) (page 12)

Suggested teaching time: 35 minutes

Learning objective:

- To use 'its' to refer to something that belongs to an animal or a thing

Suggested activities

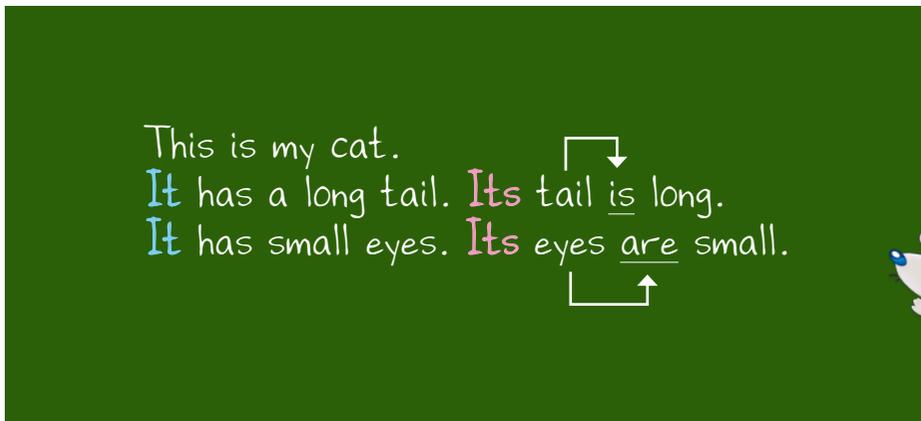
Remarks

Lead-in

Explaining the use of 'its'

- Show a picture of a cat to students. The cat can have a long tail, small eyes, short ears, etc.
- Point at one of the distinctive features and say to students *This is my cat. It has a long tail. Its tail is long.*
- Then point to another feature of which there are two, e.g. *It also has small eyes. Its eyes are small.*
- Write the sentences on the board.

 A picture (a cat with distinctive features)

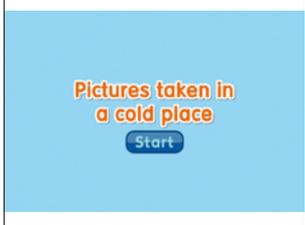


- Highlight the pronoun 'it'. Ask students *What does 'it' refer to? (The/Your cat.)*
- Highlight the possessive adjective 'its'. Ask students to guess what 'its' refers to. *(The cat's.)*
- Introduce the possessive adjective 'its' to students. *We use possessive adjectives like 'my', 'your', 'his', 'her', 'our' and 'their' to say something belongs to a person or people. As for things that belong to an animal or a thing, we use 'its' to describe them.*
- Draw students' attention to the verb 'be' in the description. Guide them to understand the agreement between the noun and the verb 'be'.
- Ask students to rewrite the sentences in the grammar box using 'its'.
- Check answers with students and clarify any problems.
- Alternatively, use the PowerPoint presentation in the e-Textbook to introduce this grammar item.

★ Remind students not to confuse 'its' with 'it's', which is the short form of 'it is'.

e-Textbook



Suggested activities	Remarks
<p>Development</p> <p style="text-align: right;"><u>Practising using 'its'</u></p> <ol style="list-style-type: none"> 1. Turn to page 12 of the e-Textbook. Describe the context to students: <i>Chris and Ellen are looking at some pictures taken in a cold place. Let's see what they are talking about.</i> 2. Let students look at the hare's mouth and hair in Picture 1. Then say <i>Look at the hare! Its mouth is small. Its hair is white.</i> 3. Invite students to think of other parts of the hare that they can talk about. (<i>Ears, eyes, nose, legs and tail.</i>) Write the answers on the board and ask them to use an adjective to describe each body part. 4. Tell students to work in pairs and take turns to describe the pictures as best as they can. 5. Invite students from different groups to take turns to describe Pictures 2 to 4. 6. Let students play the Grammar Game in the e-Textbook to consolidate learning. 7. Use Classroom Practice System (CPS) to consolidate the target structures that students have learned in <i>Light up grammar</i> (1) & (2). 	<p> e-Textbook</p> <p>★ Remind students that they cannot use 'its' to describe the girl in Picture 4. They should use 'her' instead.</p> <p> e-Textbook</p>  <p> Classroom Practice System</p> 

Learner diversity — Developing learners Resources: *Worksheet 5* (page 1.33)

1. Distribute Worksheet 5 to students.
2. Ask students to identify body parts that they can talk about in the pictures and let them complete the table before they start the description.

Suggested answers for Worksheet 5:

- Picture 1: small mouth, white hair, long ears, small eyes, small nose, short legs, short tail
- Picture 2: black and white fur, big eyes, big mouth, fat body, short legs, big feet
- Picture 3: short ears, small eyes, small nose, big mouth, big body, long legs
- Picture 4: big eyes, small nose, big mouth, long arms, long legs

Learner diversity — High achievers*Resources: Paper, coloured pencils*

1. Ask students to draw an animal or a thing on the paper and colour it. Remind them to draw distinctive features for it.
2. Let students write a description of the animal or thing using the possessive adjective 'its'. For example, **This is a toy car. Its wheels are small. / This is a teddy bear. Its legs are long. Its hair is brown.**
3. Collect the descriptions from students and share several good pieces of work with the class.

 **Grammar tips****Possessive adjectives**

1. Possessive adjectives are used with nouns to show possession or ownership.
e.g. We sweep **our** house every day.
Do you love **your** cat?
The girls chat with **their** friends in the classroom.
2. The things that an animal or a living thing possesses belong to it. They are its things. But if the sex of the animal is known, 'his/her' is often used.
e.g. A tree drops **its** leaves in autumn.
The hamster is eating **its** food.
The hen is looking after **her** chicks.

Stage	Teaching steps	Setting/Grouping						
Lead-in (5')	<p><u>Bringing out the focus of the lesson</u></p> <ul style="list-style-type: none"> ▶ Take out your pen and say to the class <i>This is my pen</i>. Then point to a student's pencil and say to him/her <i>This is your pencil</i>. ▶ Repeat similarly for 'his (ruler)', 'her (eraser)', 'our (books)' and 'their (school bags)'. ▶ Write the possessive adjectives on the board as below. <div data-bbox="526 683 1269 1017" style="background-color: #4b7c5d; color: white; padding: 10px; text-align: center;"> <table style="margin: auto;"> <tr> <td>my</td> <td>his</td> <td>our</td> </tr> <tr> <td>your</td> <td>her</td> <td>their</td> </tr> </table>  </div> <ul style="list-style-type: none"> ▶ Revise the possessive adjectives with students. <i>We use possessive adjectives like 'my', 'your', 'his', 'her', 'our' and 'their' to say something belongs to a person or people. Do you know what we use to describe things that belong to an animal or a thing? Let's see together.</i> ▶ Write the lesson objective — 'Talking about a new possessive adjective' — on the board. 	my	his	our	your	her	their	Whole class
my	his	our						
your	her	their						
Development (40')	<p><u>Concept building — Talking about 'its'</u></p> <ul style="list-style-type: none"> ▶ Show a picture of a cat to students. The cat can have a long tail, small eyes, short ears, etc. ▶ Point to one of the distinctive features and say to students <i>This is my cat. It has a long tail. Its tail is long.</i> ▶ Then point to another feature of which there are two, e.g. <i>It also has small eyes. Its eyes are small.</i> ▶ Write the sentences on the board. <div data-bbox="499 1694 1251 2033" style="background-color: #4b7c5d; color: white; padding: 10px;"> <p style="text-align: center;"> This is my cat. It has a long tail. <i>Its</i> tail <u>is</u> long. It has small eyes. <i>Its</i> eyes <u>are</u> small. </p>  </div> <ul style="list-style-type: none"> ▶ Highlight the pronoun 'it'. Ask students <i>What does 'it' refer to? (The/Your cat.)</i> 	Whole class						

Stage	Teaching steps	Setting/Grouping
	<ul style="list-style-type: none"> ▶ Highlight the possessive adjective 'its'. Ask students to guess what 'its' refers to. <i>(The cat's.)</i> ▶ Introduce the possessive adjective 'its' to students. <i>We use possessive adjectives like 'my', 'your', 'his', 'her', 'our' and 'their' to say something belongs to a person or people. As for things that belong to a thing or an animal, we use 'its' to describe them.</i> ▶ Draw students' attention to the verb 'be' in the description. Guide them to understand the agreement between the noun and the verb 'be'. ▶ Ask students to rewrite the sentences in the grammar box using 'its'. ▶ Check answers with students and clarify any problems. <p><u>Practising using the target structures</u></p> <ul style="list-style-type: none"> ▶ Show students a toy plane and a picture of a pet with distinctive features, e.g. big eyes and short legs. ▶ Give students some time to look at the toy plane and the pet and think about how to describe them using 'its'. ▶ Invite students to take turns to describe the toy plane and the pet. For example, Toy plane: <i>Its body is white. Its wheels are big. Its wings are long.</i> Pet: <i>Its eyes are big. Its nose is small. Its mouth is small. Its legs are short.</i> <p><u>Describing a monster</u></p> <ul style="list-style-type: none"> ▶ Put students into groups of four. Ask each group to choose one member to be the 'scribe'. The others will be the 'reporters'. ▶ Put the enlarged Information Sheet on the teacher's desk. Distribute Worksheet 6 to the scribes. ▶ Invite the reporters from each group to come out and look at the picture of the monster. They then memorise its appearance and return to their own group to describe it to the scribe. ▶ Scribes stay in their own groups and write down what they hear from the reporters in Part A of Worksheet 6. ▶ After the scribes have completed Part A, they should draw the monster according to the descriptions. 	<p>Scribing activity (Groups of four)</p>

Stage	Teaching steps	Setting/Grouping
	<ul style="list-style-type: none"> ▶ Invite the groups to come out and show their monsters to the class. The group members then take turns to point to the different body parts of the monster and describe them. After the presentation, the groups stick their pictures on the board. ▶ After all the groups have finished their presentation, show the enlarged Information Sheet to the class and see which group has produced the most accurate picture. Give small gifts to students as encouragement. 	
Reflection (5')	<ul style="list-style-type: none"> ▶ Recap the lesson objective. Reflect with the class on whether they understand the usage of 'its' and other possessive adjectives. ▶ Evaluate students' performance and elaborate on the concept to developing learners when necessary. 	Whole class

Time to practise! (page 13)**Suggested teaching time:** 25 minutes**Learning objectives:**

- To listen to a story
- To locate specific information to answer questions

Suggested activities	Remarks
<p>Pre-listening <u>Preparing for the listening</u></p> <ol style="list-style-type: none"> 1. Read the instructions on page 13 of the e-Textbook to students. 2. Go over the questions with students. Ask them: <p>T: <i>What place is the story about?</i> (Merry City.)</p> <p>T: <i>Who are the people in the story?</i> (Ellie and Ellie's mother.)</p> 3. Invite students to say what the four pictures in Question 2 stand for. (Sunny, rainy, windy and snowy.) 	<p> e-Textbook</p>
<p>While listening <u>Listening to a story</u></p> <ol style="list-style-type: none"> 1. Play the recording. Ask students to pay attention to the information needed to answer the questions. 2. Play the recording again. Pause at suitable intervals to allow students enough time to blacken the circles if necessary. 	<p> e-Textbook</p>
<p>Post-listening <u>Rounding up</u></p> <ol style="list-style-type: none"> 1. Play the recording again for students to check their answers. 2. Check answers with students and clarify any problems. 	

**Audio script**

Miss Wood: Merry City is a strange place. It can be winter in the morning and summer in the afternoon. The people there always wear the wrong clothes.

Narrator: Question one. What is special about Merry City? (beep)

Miss Wood: Ellie lives in Merry City. She wants to go out to play. She asks her mother, 'What's the weather like today?' Her mother says, 'It's hot and sunny. You can wear light clothes.'

Narrator: Question two. Ellie's mother thinks today is _____. (beep)

Miss Wood: Ellie is wearing a pretty dress. When she meets her friends at the park, it snows suddenly! It feels like winter now. Poor Ellie is shaking!

Narrator: Question three. How does Ellie feel now? (beep)

Miss Wood: Ellie's mother finds Ellie in the park and gives her a coat. Ellie's friends have all gone. Ellie feels lonely and sad. 'Let's make a snowman!' says Ellie's mother.

Narrator: Question four. Who makes a snowman with Ellie? (beep)

Learning objectives:

- To identify the **bl** and **cl** blends
- To pronounce the **bl** and **cl** blends

Suggested activities	Remarks
<p>1. Open page 13 of the e-Textbook. Let students look at the picture of the first rhyme at the bottom. Ask the following questions to bring out the target words.</p> <p>T: <i>What pet does 'I' have? (A lovely black cat.)</i></p> <p>T: <i>Where does the cat like to hide? (Under the blue blanket.)</i></p> <p>2. Write the words 'black', 'blue' and 'blanket' on the board. Read the words in the following way and ask students to repeat after you.</p> <p>T: <i>/bl/, /bl/, black, /bl/, /bl/, blue, /bl/, /bl/, blanket</i></p> <p>3. Show the Phonics Demonstration in the e-Textbook and explain how to pronounce the bl blend.</p> <p>4. Play the rhyme of the bl blend in the e-Textbook. Invite students to repeat after playing the rhyme.</p>	<p> e-Textbook</p>
<p>5. Read aloud the second rhyme to students slowly; ask them to listen for the cl blend in the rhyme.</p> <p>6. Ask students to tell you the words that start with the cl blend. (<i>'Claire', 'clever', 'clock' and 'claps'</i>)</p> <p>7. Write the target words on the board and invite students to read the words to you.</p> <p>8. Show the Phonics Demonstration in the e-Textbook and explain how to pronounce the cl blend.</p> <p>9. Ask students to read the second rhyme together. Correct any pronunciation mistakes.</p> <p>10. Let students play the Phonics Game in the e-Textbook to consolidate learning.</p>	<p> e-Textbook</p> <div data-bbox="1286 794 1593 1022"> </div> <div data-bbox="1286 1037 1593 1264"> </div> <p>★ Don't let students look at the rhyme yet.</p>
	<p> e-Textbook</p> <div data-bbox="1286 1559 1593 1786"> </div> <div data-bbox="1286 1801 1593 2028"> </div>

Learner diversity — High achievers

1. Write the following tongue-twisters on the board and ask students to practise saying them.

The **blind black** cat is sleeping on the **blue blanket**.

Clever Clara is **cleaning** the blackboard in **Classroom 301**.

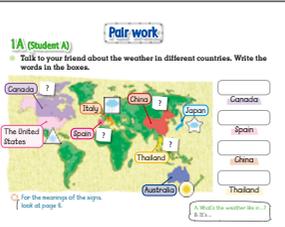
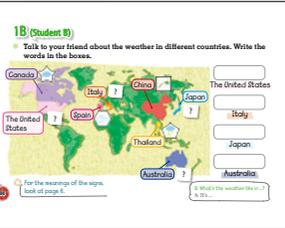
2. Invite students to speed up when they are familiar with the tongue-twisters.

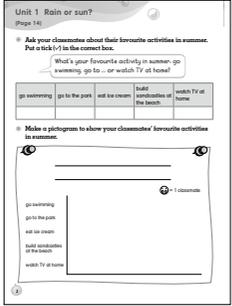
pair work (pages 78 & 80)

Suggested teaching time: 20 minutes

Learning objectives:

- To revise the expressions 'What's the weather like in ...?' and 'It's ...'
- To revise the adjectives to describe the weather

Suggested activities	Remarks
<p>'What's the weather like in the country?'</p> <p style="text-align: center;"><u>Revising the target vocabulary and sentence structures</u></p> <ol style="list-style-type: none"> 1. Revise the adjectives describing the weather with students using the Picture Cards and Word Cards. 2. Revise the use of the expressions 'What's the weather like in ...?' and 'It's ...' with students. 3. Write down the names of the eight countries on the board. Read aloud the names and ask students to repeat after you. 4. Divide students into pairs. Assign one of them as Student A and the other as Student B. 5. Ask Student As to look at page 78 and Student Bs to look at page 80 silently. <p style="text-align: right;"><u>Completing the pair work</u></p> <ol style="list-style-type: none"> 1. Invite a Student A to choose a country with a question mark, e.g. Canada, on his/her map. Then ask all the Student As to ask about its weather as a demonstration. e.g. A: What's the weather like in Canada? 2. Invite all the Student Bs to look at the weather symbol for Canada on page 80 and guide them to answer the question. e.g. B: It's cloudy. 3. Ask all the Student As to write the answer 'cloudy' in the box above 'Canada'. 4. Let all the Student As finish asking about the rest of the countries. Then swap roles to let all the Student Bs ask about the countries with a question mark on their map. 5. Walk around the classroom to monitor progress and offer help if necessary. 	<p> Picture Cards and Word Cards (weather)</p> <p> Remind students NOT to peek at each other's pictures.</p> <p> Student's Book (Pair work)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1A (Student A)</p> <p>Talk to your friend about the weather in different countries. Write the words in the boxes.</p>  </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1B (Student B)</p> <p>Talk to your friend about the weather in different countries. Write the words in the boxes.</p>  </div>

Suggested activities	Remarks
<p>Extended writing</p> <p style="text-align: right;"><u>Making a pictogram</u></p> <ol style="list-style-type: none"> Look at page 2 of the Writing Booklet with students. Tell them that they are going to make a pictogram of their classmates' favourite activities in summer. List out the activities on the board and ask students to vote for their favourite activities in summer. Write the results on the board. Guide students to write the title of the pictogram 'My classmates' favourite activities in summer' and to draw the correct number of 'happy faces' for 'go swimming' as an example. Ask students to complete the pictogram on their own. Walk around the classroom to monitor progress and offer help if necessary. 	<p> Writing Booklet</p> 

Light up the world (pages 16–17)

Suggested teaching time: 35 minutes

- Learning objectives:**
- To learn about Egypt
 - To learn about the Sahara

Suggested activities	Remarks
<p style="text-align: right;"><u>Introducing Egypt</u></p> <ol style="list-style-type: none"> Tell students that they are going to learn about a country called Egypt. Ask if they know anything about Egypt. Let students look at the map on page 16 of the e-Textbook and locate Hong Kong and Egypt. Point out the continent where Egypt lies — Africa. Look at the national flag of Egypt with students. Introduce it briefly: <i>The flag consists of three coloured bands, namely red, white and black. There is a symbol of an eagle in the middle of the flag.</i> Ask students to look at the boy at the bottom of page 16 and the place where he is standing. Say <i>This is Baraka. He lives in Egypt. He is in a desert with his camels. Let's read more about him.</i> Let students read Baraka's speech bubble. Ask students questions to check their understanding. <p>T: <i>What is the weather like in most parts of Egypt? (Dry / With little rain.)</i></p> <p>T: <i>How do people travel in deserts? (They travel on camels.)</i></p> Point to the hump of the camel and ask students to guess its function. Say <i>This is a hump. Do you know what it is for? (It is for a camel to store fat.)</i> 	<p>★ Remind students of the correct spelling of 'Egypt'.</p> <p> e-Textbook</p>
<p style="text-align: right;"><u>Reading about the Sahara</u></p> <ol style="list-style-type: none"> Introduce the Sahara to students by reading out the descriptions on page 17 of the e-Textbook. Point to different features of the Sahara while reading — sand dunes, oases and camels. 	<p> e-Textbook</p>

Suggested activities	Remarks
<p><u>Decoding the message</u></p> <ol style="list-style-type: none"> 1. Explain how to decode to find the letters to students. 2. Let students complete the exercise on their own and check answers with them. 	

Extension ▶ **Watching a slideshow**

Resources: e-Textbook, smartphones/tablets

1. Show the slideshow in the e-Textbook to students to let them find out more about camels.
2. Students can also download the app and watch the slideshow on their smartphones or tablets.
3. Encourage students to go to the suggested web page or other web pages to find out more about the Sahara.

Knowledge bank

1. Egypt

Egypt is located in North Africa and is the largest country in the Middle East. As of 2013, the population of Egypt was nearly 85 million. Its capital city is Cairo. Its official language is Modern Standard Arabic.

Ancient Egypt is one of the four early ancient civilisations, besides Ancient Babylon, Ancient India and China. A lot of ancient sites can be found in Egypt, including the pyramids, the Sphinx and the pharaohs' tombs. They have become very famous scenic spots now. Every year, millions of visitors from all around the world love to take an adventure in Egypt and enjoy its unique culture and customs.

The national flag of Egypt consists of three equal horizontal bands, which are red, white and black in colour. Egypt's national emblem, the Eagle of Saladin, is in the centre of the white band.

2. Sahara

The Sahara is the largest hot desert in the world. The average temperature ranges from 38°C to 46°C. It covers great sections of different countries such as Algeria, Egypt and Morocco. It is nearly as big as China or the United States.

Thousands of years ago, the Sahara used to be fertile land and a variety of animals lived there. As time went by, the climate became drier and drier and the Sahara turned into a deserted place.

The Sahara is very dry as half the desert receives less than 2.5 centimetres of rain annually. As a result, it is difficult for living things to exist there. Apart from camels, only screw-horn antelopes, scorpions and rodents are able to survive in such an extreme environment.

Worksheet 1

(for e-Classroom)

Name: _____ () Class: _____ Date: _____

Write down the dates in the first column and the weather descriptions in the second column.

Weather forecast from _____ to _____	
Date	Weather description
	It is _____.

Worksheet 2
(for page 7, 'Fun with words')

Name: _____ () Class: _____ Date: _____

**Rewrite the chant on page 7 by replacing the original activities with new ones.
Fill in the blanks below.**

It's spring, it's spring.

What do you see?

We see _____

Up in the tree.

It's summer, it's summer.

What do you do?

We _____

And _____ too!

It's autumn, it's autumn.

Where do you play?

We _____.

Hooray! Hooray!

It's winter, it's winter.

Where do you go?

We _____

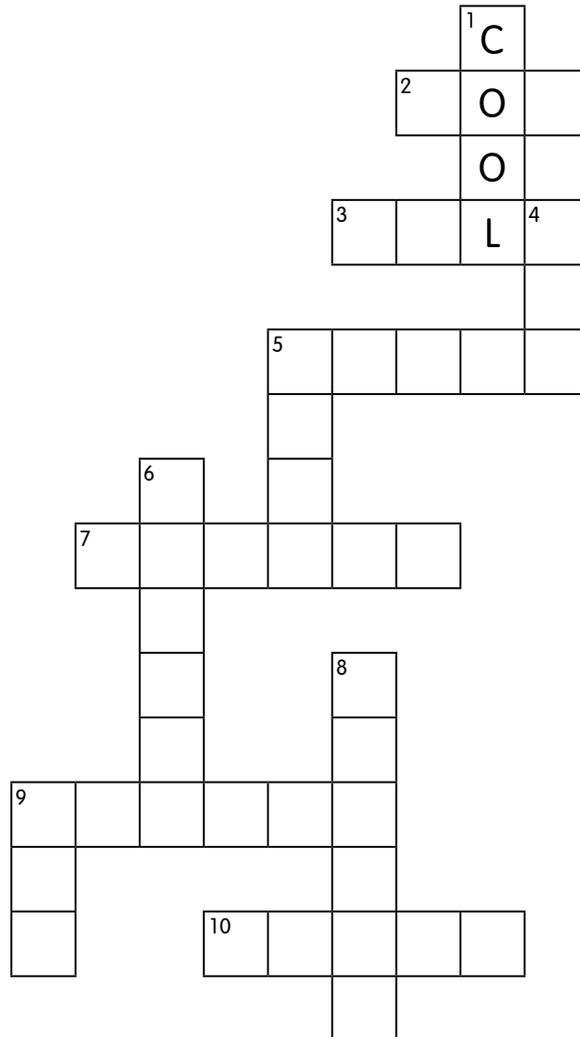
And _____!

Worksheet 3

(for page 7, 'Fun with words')

Name: _____ () Class: _____ Date: _____

Look at the clues below and complete the puzzle. Write the answers in capital letters. The first one is an example.



Across

2. It is _____. Let's turn on the fan.
3. It is too _____ to eat ice cream in winter.
5. It is _____ today. Let's fly a kite.
7. There are a lot of people at the beach in _____.
9. We put on a scarf and a thick coat in _____.
10. It is _____ outside. Remember to put on sunglasses when you go out.

Down

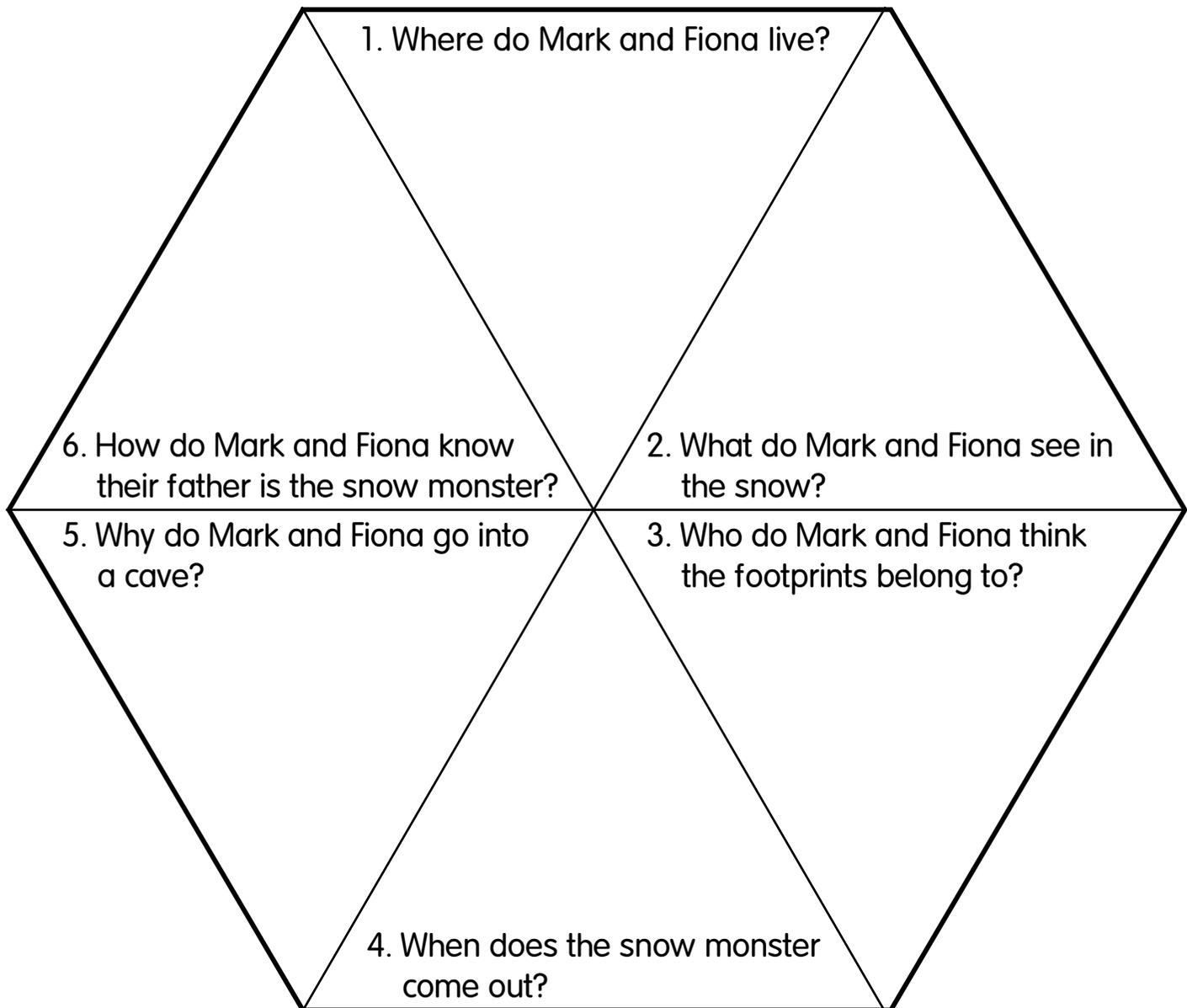
1. It is good to go hiking in _____ weather.
4. The plant does not have enough water. It is _____.
5. I feel _____ in winter when I stay at home.
6. The weather is cool in _____.
8. The flowers grow well in _____.
9. It is raining outside. It is _____.

Worksheet 4

(for pages 8–9)

Name: _____ () Class: _____ Date: _____

Read the whole story again. Answer the following questions.



Worksheet 5

(for page 12)

Name: _____ () Class: _____ Date: _____

Write down the body parts of the animals or the girl in the table below. Then write an adjective to describe each of them. Follow the examples.

Picture 1	Picture 2	Picture 3	Picture 4
small mouth			
white hair			

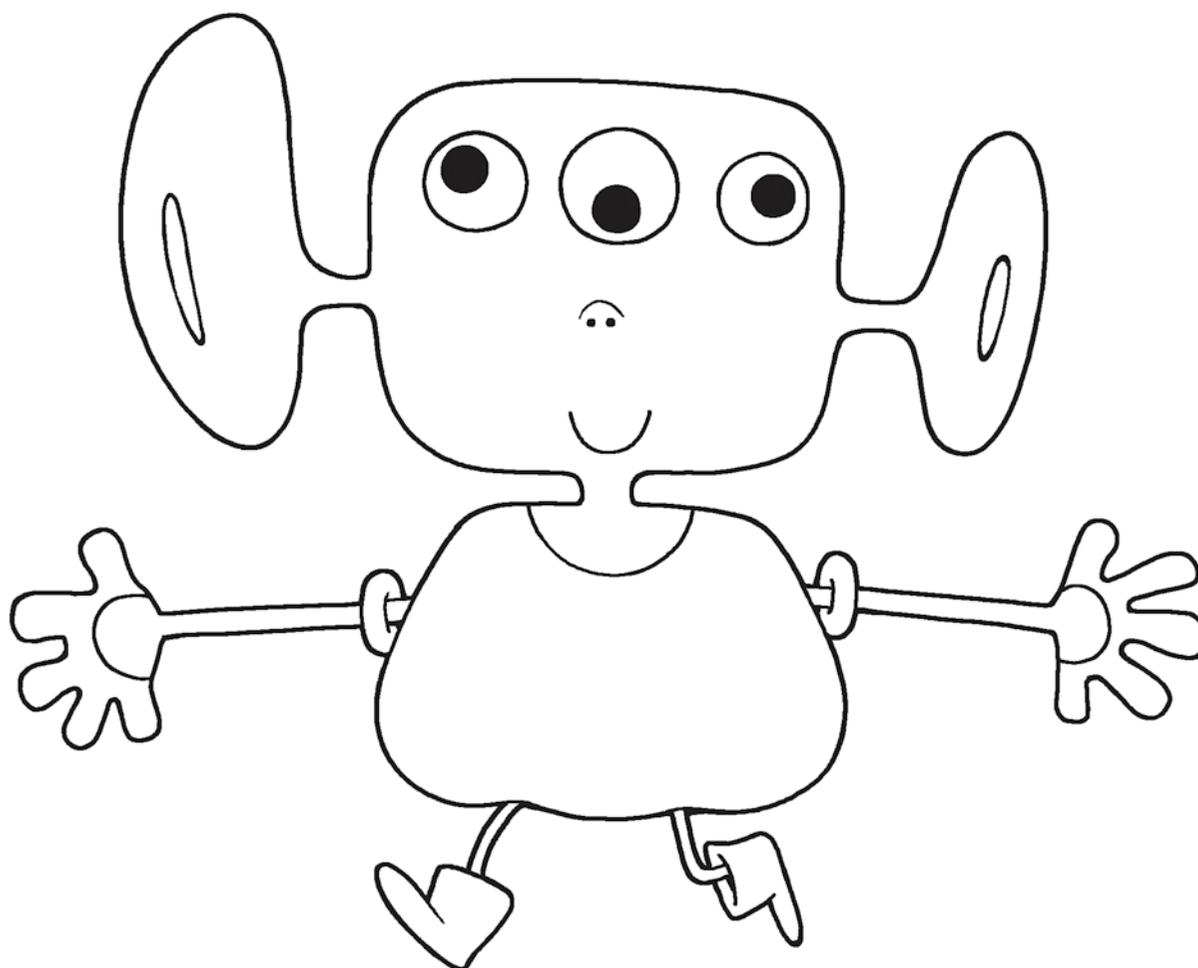
Information Sheet

(for Small class teaching plan)

Name: _____ () Class: _____ Date: _____

Look at the picture of the monster and describe its body parts to your group member. Use the words in the box to help you.

arms	body	ears	eyes
head	legs	mouth	nose



Worksheet 6

(for Small class teaching plan)

Name: _____ () Class: _____ Date: _____

A. Listen to what your group members say and write down the descriptions of the monster.

arms		body	
ears		eyes	
head		legs	
mouth		nose	

B. Draw the monster in the box below according to the descriptions.

