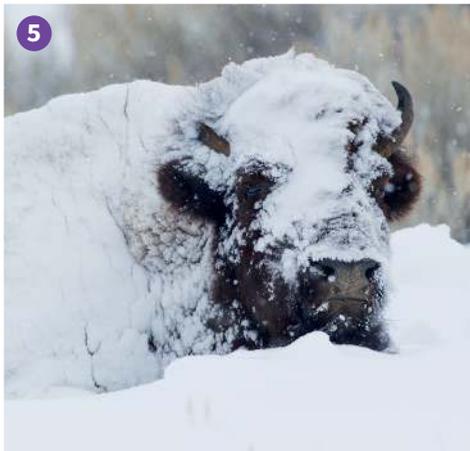
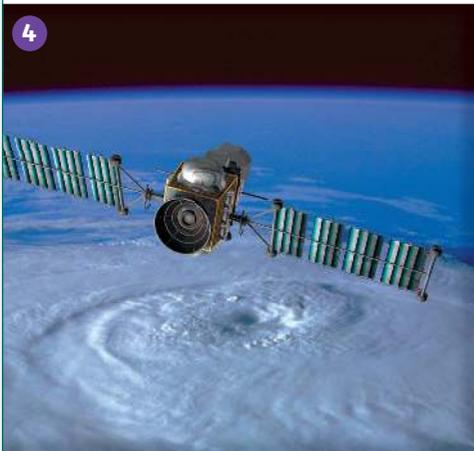


# 9 Raining cats and dogs



## Mission Present a weather forecast

What’s the weather like in each picture?  
 Which weather do you like and dislike?

Watch the video. How does Jenny get her weather forecasts right?

- 1 Choose a place and research its weather.
- 2 Write a weather forecast.
- ★ Present your weather forecast.

## Unit 9 Learning outcomes

### In Unit 9, students learn to:

- understand and use vocabulary related to the weather
- understand and use first and second conditionals effectively
- express wishes using *I wish* forms accurately
- learn about the formation of hurricanes
- write a weather report

**Materials** video; poster putty; pictures of lightning, a storm, and a shower

### Self-assessment

- **SA** Show students the Mission for the unit. Put students into pairs and ask them to think of any words they know to describe weather. Students discuss their ideas. Share ideas.
- Show the unit outcomes on the board or in the book and ask students to explain each one in their own words.
- Ask students to complete the self-assessment (see Introduction). Say *OK. Let's learn.*

## Student's Book, page 108

### Warm-up

- Show or put up on the board six pictures of different kinds of weather. Label them 1 to 6.
- Put students into pairs. Tell them to take turns choosing a picture and describe the type of weather they can see to their partner. Their partner has to identify which picture they are describing.
- Once students have worked in pairs, ask some to describe one of the kinds of weather to the class.

### What's the weather like in each picture? Which weather do you like and dislike?

- Ask students to look at the pictures on page 108 and think about the weather. Ask if they can see any of the kinds of weather they described in the warmer. Tell them to listen carefully and say *yes* or *no*. Ask *Can you see rain? Can you see sunshine? Can you see snow? Can you see fog? Can you see lightning? Can you see a storm?* Students answer *yes* or *no*.
- Now ask students to look at the pictures on page 108 again and name each kind of weather they can see in pairs. Share ideas.
- Show pictures of some kinds of weather you suggested which are not on page 108, e.g., *lightning, a storm, a shower*. Students repeat the words.
- Ask students to work in fours and say which weather they like and dislike. Students discuss.

**Key:** Students' own answers.



### Watch the video. How does Jenny get her weather forecasts right?

- Tell students they are going to watch Jim and Jenny's video diary about the weather. Tell them Jenny is going to give Jim a weather forecast. Ask where you can watch a weather forecast and what you see (*on TV – a weather forecaster tells you about the weather and what it will be like*). Tell them Jenny starts off badly, but in the end, she gives good weather forecasts. Ask them to watch and find out how she gets the forecasts right.
- Play the video. Students watch.
- Students compare ideas in pairs. Check answers.
- Now ask students to watch again and find out what kind of weather Jenny forecasts for Monday and Tuesday on the video and why it is difficult to see the weather on Sunday.
- Students watch again and compare ideas in pairs.
- Check answers (*She says Monday will be hot and sunny; Tuesday will be cold and snowy with snow showers; Sunday it is difficult to know because Jim and Jenny have a rain and snow machine.*).

**Key:** She looks out of the window.



### Mission Present a weather forecast

- Ask students to read the Mission. Check understanding of *forecast*.
- Put students into pairs. Ask them to explain the Mission to each other in their own words.
- Check with the whole class, choosing a couple of strong students to explain the Mission to the group.

## Workbook, page 108

**Key:** Students' own answers.

See pages TB187–205.

### My unit goals

- Go through the unit goals with the students. Either read these or put them onto the board or a poster. (See suggested techniques in “My unit goals” in the Introduction.)
- Go back to these unit goals at the end of each Mission stage during the unit and review them. Say *This is our Mission page*.

### Ending the lesson

- Put students into groups of three. Ask them to describe the weather today in as much detail as possible.
- Share ideas.

**9 Vocabulary 1**

**Lesson outcomes** By the end of the lesson, students will be able to understand and use vocabulary related to weather and listen for specific information.

**New language** *breeze, degrees, heat, snowfall, temperature, thunder, wind gusts*

**Recycled language** *lightning, shower, storm, sunshine, weather forecast*

**Materials** audio, weather emojis or symbols (e.g., of sunshine, rain, storms), poster putty

**Student’s Book, page 109**

**Warm-up**

- Find a set of weather emojis or symbols, e.g., a rain symbol, a storm symbol, sunshine, wind, snow. Put the symbols up on the board spaced out.
- Ask students to stand in two rows facing the board. Tell the two students at the front of the rows they need to touch the correct symbol as fast as possible. Say *Today is hot and sunny*. Students touch the sunshine symbol. Give a point to the team of the person who touched it first and send the two students to the back of their rows so two new students are at the front.
- Repeat with other sentences until all the students have had at least one turn trying to touch the correct symbol. Check which team has the most points.

**Presentation**

- Tell students to look at the pictures on page 109. Ask which jobs the people in the pictures have (*weather forecasting*). Ask students how we can decide if it is hot or cold (*We measure the temperature.*). Check understanding of *temperature* and ask what we call the measurement (*degrees*).
- On the board, draw a table as follows:

	nouns	a lot	a little
windy			
rainy			
snowy			
sunny			--
stormy			--

- Ask students to work in pairs and complete the chart. Do the first row together as an example. Give students time to try the rest then go through and fill in the answers together.

	nouns	a lot	a little
windy	wind	(severe) gale	(light) breeze
rainy	rainfall	(heavy) rainfall	(light) showers
snowy	snowfall	(heavy) snowfall	(light) snowfall
sunny	sunshine	sunny	--
stormy	storm	thunder and lightning	--

- Ask students to repeat the words. Put students back into pairs and ask them to quickly describe the weather in each picture on page 109. Students discuss. Share ideas.

**1 Listen and match the weather forecasts to the pictures.**

- Tell students to look at the pictures and describe the weather in pairs to each other. Ask them to listen and decide which picture best fits the audio.
- Play the audio. Students listen. Repeat if necessary.
- Put students into pairs to discuss. Check answers.

**Key:** A 2 B 1 C 3

See audioscript online at [cambridge.org/levelup](http://cambridge.org/levelup)

**2 Match the words (1–11) to the definitions (A–K). Then listen again and check.**

- Tell students to read the words from the listening and think about the meanings.
- Tell students to look at the definitions A–K and match them to the words.
- Play the audio. Students check in pairs. Repeat the audio. Students listen again.
- Check answers with the class.

**Key:** 1 C 2 J 3 K 4 E 5 H 6 G 7 A 8 D 9 F 10 B 11 I

**3 Complete the sentences so they are true for you.**

- Put students into pairs. Tell them to read through the beginnings of the sentences and complete them so they are true for themselves.
- Students work in pairs. Check answers with the class.

**Key:** Students’ own answers.

**Workbook, page 109**

See pages TB187–205.

**Ending the lesson**

- Ask students to work in groups of four. Tell them to draw a circle and divide it into six sections. Tell them to write a different kind of weather in each section of the circle.
- Tell students to put a pencil flat on the circle and spin it. They check where the point of the pencil lands and read the kind of weather. The person who spun the pencil describes how they feel in this type of weather, if they like it or not, and why. Students work in groups.
- Finish up the activity by asking a few students what they said about each kind of weather.

Vocabulary 1

**1** 4.02 Listen and match the weather forecasts to the pictures.



**2** 4.03 Match the words (1–11) to the definitions (A–K). Then listen again and check.

- |                                 |  |
|---------------------------------|--|
| <b>1</b> weather forecast       | <b>A</b> the light that comes from the sun   |
| <b>2</b> temperature            | <b>B</b> very strong winds   |
| <b>3</b> degrees                | <b>C</b> something that says how the weather will be on TV or on the radio                               |
| <b>4</b> snowfall               | <b>D</b> being hot or warm   |
| <b>5</b> breezes                | <b>E</b> the amount of snow that falls in an area  |
| <b>6</b> showers                | <b>F</b> the kind of weather when there is very strong wind, heavy rain, and often thunder and lightning |
| <b>7</b> sunshine               | <b>G</b> short periods of rain (or sometimes snow)   |
| <b>8</b> heat                   | <b>H</b> light winds   |
| <b>9</b> storm                  | <b>I</b> the sudden loud noise and bright light that come from the sky during storms                     |
| <b>10</b> gales                 | <b>J</b> the amount of heat in a place   |
| <b>11</b> thunder and lightning | <b>K</b> the word we use to measure temperature  |

**3** Complete the sentences so they are true for you.

heat heavy snowfall huge storms light breezes  
 pleasant rain showers severe gales sunshine  
 temperatures of about two degrees thunder and lightning

Where I live, we often have ...  
 Where I live, we hardly ever have ...  
 Where I live, we never have ...

Language presentation 1

**1**  Listen to *Never, ever*. What kind of weather does the audience hate the most?



**2**    Listen again. For each question, write the correct answer in the blank. Write one or two words, or a number, date, or time.

*Never, ever*

Where Heather lives, it first snowed on <sup>1</sup> \_\_\_\_\_.

When it’s snowy, Heather only goes to <sup>2</sup> \_\_\_\_\_.

Penguin is <sup>3</sup> \_\_\_\_\_, so she’s hard to see in the snow.

Pete likes to be with <sup>4</sup> \_\_\_\_\_ when there’s lightning.

Pete watches the weather forecast at <sup>5</sup> \_\_\_\_\_.

Pete’s dog hides in the <sup>6</sup> \_\_\_\_\_.

Write the words or numbers you hear. You don’t need to change them or write them as notes.



**3** In pairs, talk about a time when the weather was a problem for you.

Once, when we went camping, it was ...

Really?! What did you do?

**Lesson outcomes** By the end of the lesson, students will be able to hear conditional sentences in a text and listen for detailed information and numbers.

**New language** first conditional, second conditional

**Recycled language** *lightning, snow, snowfall, storms, sunny, sunshine, thunder, wind gust*

**Materials** audio, poster paper, colored markers

## Student's Book, page 110

### Warm-up

- Play *Categories*. Draw a nine-square grid on the board and write a category name into each square, e.g., *weather, hobbies, colors, animals, food, countries, sports, clothes, school subjects*.
- Put students into groups. Call out a letter, e.g., *b*. Students find one word per category beginning with that letter, e.g., *breeze, bike-rides, blue ...* The group who finishes first is the winner. Check the words they have thought of for each category. Repeat with more letters.

### Presentation

- Tell students they are going to listen to a radio show where people talk about weather they would never like to be in again and they must complete some information.
- Tell them they may write words, numbers, a date or a time. Ask students if they will write numbers, e.g., *1, 2, 3*, or words, e.g., *one, two, three (numbers)*.

#### 1 Listen to *Never, ever*. What kind of weather does the audience hate the most?

- Ask students to listen to the radio show and listen to Heather and Pete. Ask them to listen to their most hated weather, but then think about the weather that the audience decides they'd never like to be in again. Play the audio. Students listen.
- Put students in pairs to check ideas. Share ideas (*Heather hates snow and Pete hates lightning*).

**Fast finishers** Students listen and write down any weather words they can hear in the audio.

**Key:** Most of the audience don't like lightning.

See audioscript online at [cambridge.org/levelup](http://cambridge.org/levelup)

#### 2 Listen again. For each question, write the correct answer in the blank. Write one or two words, a number, a date, or a time.

- Tell students they are going to complete the missing information in the sentences from the audio. Tell them they can write only one or two words, and that it will be words, numbers, dates, or times.
- Tell them to read the sentences in pairs and guess the kind of information that will go into each blank. Do the first example together: look at the first blank and ask students to look at the words before the blank (*it first snowed on ...*). Remind them that times and dates often follow a preposition *on*. Students look at the rest of the blanks in pairs.
- Now tell students to listen and find the correct words to fill the blanks. They can use their predictions to help them focus on the answers.
- Play the audio again. Put students into pairs to compare ideas. If necessary, replay the audio so they can listen a second time.
- Check answers with the class.

**Key:** 1 October 1st 2 school 3 (completely) white  
 4 his family 5 8 o'clock/8:00 6 washing machine

Remind students that when they do this kind of fill-in-the-blank task, they don't have to change the words but just write them in the blanks as they hear them.

#### 3 In pairs, talk about a time when the weather was a problem for you.

- Put students into pairs. Students discuss a time when the weather was a problem, e.g., *rain during a picnic*.
- Share ideas with the class.

**Key:** Students' own answers.

## Workbook, page 110

See pages TB187–205.

### Ending the lesson

- Remind students of weather symbols used in forecasts, e.g., black clouds for rain. Put students into groups of four and give out mini whiteboards or paper and colored markers.
- Ask students to take turns drawing a weather symbol. The group tries to guess which weather they are showing. The first student to guess draws the next symbol.

**Extra support** Give students symbols already completed and a list of appropriate words. Students use the words to help them guess the weather.

## 9

## Language practice 1

**Lesson outcomes** By the end of the lesson, students will be able to understand and practice using first and second conditionals accurately.

**New language** first conditional, second conditional

**Recycled language** *lightning, snow, sunny*

**Materials** audio

## Student's Book, page 111

## Warm-up

- In pairs, students think of five activities they could do in cold weather and five in hot weather.
- Put pairs into groups of four. They compare lists. Tell them to agree on the two best activities: one for each kind of weather. Remind students of ways of offering suggestions and agreeing or disagreeing, e.g., *I think ... / We should ... / That's a good idea / I'm not sure.*

## Presentation

- Choose one group. They say which activities they chose for warm weather. Encourage them to say, e.g., *If it is hot and sunny, we'll go to the park or play basketball in the yard.* Repeat. Ask *Is it definitely going to be hot and sunny or maybe? (maybe) Is it likely, is it possible or is it unlikely and probably not possible? (likely and possible).*
- Ask students which activities they would do if were cold and rainy over the weekend. Encourage students to say, e.g., *If it were cold and rainy, we'd go to the movies or play some board games.* Ask *Is it definitely going to be cold and rainy over the weekend? (no). Is it likely and possible or is it unlikely and probably won't happen? (unlikely and probably won't happen).*
- Write the two sentences onto the board. Underline the *If* in both, then highlight *will* and *we'll* in sentence one, and *were* and *would* in sentence two. Ask students which sentence is first and which is second conditional. (*sentence 1 is first and sentence 2 is second*). Point out each sentence has two parts. Ask if you can switch the order of the sentences, e.g., *We'll go to the park or play basketball, if it is hot and sunny.* (*Yes, you can switch them*).

**Grammar look:** review first and second conditionals

- Students read the **Grammar look** box.
- Students complete the sentences 1–8 in pairs by choosing the correct option. Check answers.

**Key:** 1 1st 2 Yes, and it's pretty likely 3 Maybe  
 4 2nd 5 No 6 No, because lightning won't stop  
 7 might 8 not likely

**Complete the activity on page 176.**

See pages TB185–186.

1  4.06

## PRONUNCIATION

**Listen and repeat.**  page 168

- Ask students to listen and repeat. Monitor and correct pronunciation.  
Track 4.06  
Heather: If it's sunny this weekend, I'll play soccer and fly my kite.  
Pete: I'd be happy if there was no more lightning!
- Tell students to go to page 168. They match the two halves of the sentences, then listen and check. See page TB184.

## 2

**Complete the sentences from *Never, ever so they are true for you.***

- Put students into pairs to complete the sentences. Remind them to think about whether the activity is likely or not likely. Do the first sentence together as an example, asking for different ideas.
- Check final answers with the class.

**Key:** Students' own answers.

Read the tip together and remind students that they have to make sure they take turns when speaking to one another. Look at the phrases they can use to respond. Ask students to repeat them. Tell students to focus on using some of the responses and taking turns.

3 **In pairs, ask and answer the questions. Use your ideas from Activity 2 to help you.**

- Students answer the questions in pairs using their ideas from Activity 2. Tell them they need to take turns. Remind them to ask each other questions or comment.

**Key:** Students' own answers.



## Mission Stage 1

- Put students into groups of three. Ask students to think of a place in the world they are interested in or which has interesting weather. Students could use a map or look online.
- Tell students to find out what kind of weather happens in the place they have chosen. Look at the example together.
- Students research the weather in groups. If possible, they can look online or prepare for homework and compare their ideas to create a final summary.

## Workbook, page 111

See pages TB187–205.

## Ending the lesson

- Students present some of their weather warnings to the class.

Language practice 1

★ **Grammar look: review first and second conditionals**

- |  |   |
|--|---|
| <p>“If it’s sunny this weekend, I’ll play soccer and fly my kite.”</p> | <p>1 What kind of conditional is this sentence? <b>First conditional / Second conditional</b></p> <p>2 Is it possible that it’ll be sunny this weekend? <b>Yes, and it’s pretty likely / No</b></p> <p>3 Will the girl play soccer? <b>Maybe / No, because it won’t be sunny</b></p>      |
| <p>“I’d be happy if there was no more lightning!”</p>                  | <p>4 What kind of conditional is this sentence? <b>First conditional / Second conditional</b></p> <p>5 Is it possible that there’ll be no more lightning? <b>Yes, and it’s pretty likely / No</b></p> <p>6 Will the boy be delighted? <b>Maybe / No, because lightning won’t stop</b></p> |
- 7 We use the first conditional to talk about things that **might / won’t** happen.
- 8 We use the second conditional to talk about something that is **likely / not likely** to happen.

page 176

1 **PRONUNCIATION**  
 Listen and repeat. page 168

2 **Complete the sentences from *Never, ever* so they are true for you.**

- 1 If it snows this weekend, ...
- 2 If ... , I’d feel terrified.
- 3 If it’s sunny this weekend, ...
- 4 If ... , he always ...
- 5 I’d be delighted if ...
- 6 If I could, I’d stop ...
- 7 If ... , I won’t be able to go anywhere.
- 8 If there was lightning right now ...



3 **In pairs, ask and answer the questions. Use your ideas from Activity 2 to help you.**

- 1 If you could never, ever again be in one kind of weather, what would it be?
- 2 What will you do if we have that weather this weekend?

★ **Mission Stage 1**

**Choose a place and research its weather.**

*The state of Texas in the U.S.A. has a lot of different weather conditions. It can be hot, but there are also ...*



Listen carefully and ask questions, as well as talking yourself. Show that you’re interested by nodding, smiling, and commenting on what the other person says.  
*Really? That’s funny! Wow!*

Vocabulary 2
ALL BLOGS MY BLOG NEW POST

## Jim’s Big Blog

On Saturday, we had the **typical** weather for our town – it rained all day. So, while Jenny and I were helping Dad in the garage, we found an amazing old lamp. Dad said he’d never seen it before. Jenny was excited – she thought it might be special. She started rubbing it and then ... nothing happened. But we started talking about what we’d ask for if we had three wishes. And that’s what today’s blog is about!

### Jim’s three wishes

**1 I wish I lived somewhere warmer.**

Where I live, the weather’s usually **cool** and sometimes rainy. But I’d like to live somewhere **warm** and **humid**, where the temperature is around 25 degrees every day. My dream would be to live by the sea, swim every day, and eat fresh coconuts and mangoes from the trees!





**2 I wish it would rain chocolate.**

How much fun would this be?! We wouldn’t need umbrellas – we’d be running around outside with our mouths open, looking up at the sky. I’d love **wet** weather if rain was made of chocolate!

**3 I wish I had every new video game.**

I love playing video games, but they’re really expensive, so there are often games that I’d like to play but I can’t. I’d love it if video game companies sent me all of their new games. The only problem would be that I’d need a bigger bookcase for them!

### Jenny’s three wishes

**1 I wish it was snowing today.**

I don’t like **mild** weather. I prefer it when it’s very hot, or very cold. But my favorite weather is when it’s **freezing**. I love walking through **snowy** fields, or looking out across **icy** lakes. And snowball fights are great fun, too!





**2 I wish everyone in the world had clean drinking water.**

There are millions of people in the world who don’t have access to clean drinking water. Jim and I are lucky that we can go to the kitchen and turn on the faucet when we want something to drink.

**3 I wish I had more wishes.**

There are so many other things I’d like to wish for, so I wish I had 100 wishes. I wish I could breathe underwater, and I wish I had a towel that was always **dry**, and I wish I could talk to animals, and ... well, you get the idea!

**1** Read the blog. What kind of weather does Jenny wish for?

**2** Match the definitions to the words in bold in Jim’s blog.

<p><b>1</b> a little cold</p> <p><b>2</b> slightly hot</p> <p><b>3</b> extremely cold</p> <p><b>4</b> when there’s a lot of water in the air</p> <p><b>5</b> covered in ice</p>	<p><b>6</b> covered in water</p> <p><b>7</b> when there is no water</p> <p><b>8</b> ordinary and not unusual</p> <p><b>9</b> not extreme</p> <p><b>10</b> snowing or covered in snow</p>
---	--

**3** Which of the kinds of weather from Activity 2 do you like?

**4** In pairs, imagine you are Jim and Jenny. Ask and answer questions. Use the blog for your answers.

Do you like cold weather?

Not really. I prefer warm weather, because I like to ...

112 Vocabulary: Weather adjectives

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**Lesson outcomes** By the end of the lesson, students will be able to understand and use vocabulary about weather

**New language** *cool, dry, freezing, humid, icy, lamp, mild, rub, warm, wish*

**Recycled language** *degrees, rain, rainy, temperature*

**Materials** five large word cards, picture of a lamp

## Student's Book, page 112

### Warm-up

- Ask students to think about some weather that is *typical* where you live. Explain that *typical* is something that normally happens- not unusual. Put students into pairs to discuss. Share ideas with the class.

**Extension** Tell students to listen to your sentences. If they think the statement is typical, they jump up and shout *typical*. If they don't, they stay seated. Read some sentences, e.g., *There's often thunder (not typical). The temperature is above 25 degrees (typical).*

### Presentation

- Write words on large cards and put them up on the board randomly, e.g., *hot, cool, warm, mild, freezing*. Put them on the board with poster putty randomly. Invite a couple of students up to the board and ask them to move the cards so they are in order from hottest to coldest. The class can help them by suggesting what to do (*hot, warm, mild, cool, freezing*).
- Once they are in the correct order, say the words for students to repeat. Ask students which weather is probably *icy* (*very cold, freezing weather*). Ask students to repeat. Ask them which weather is often *humid* (*hot weather – when it is hot and wet*).

### 1 Read the blog. What kind of weather does Jenny wish for?

- Put students into pairs. Tell students they will read the blog and find out what Jenny wishes for. Tell students a wish is something you want but you think is difficult or impossible. Ask students if they have ever seen an old-fashioned lamp. Tell students to repeat the word. Students repeat the word. Ask students if they know any stories about a lamp and wishes (*Aladdin*).
- Ask students to imagine what kind of weather Jenny wishes for. Students discuss in pairs.
- Tell students to read the blog quickly and find out if they were right. Check answers with the class.
- Ask students to read the text again and find out the three wishes Jim had and the three wishes Jenny had. Students compare ideas in pairs.
- Check answers with the class (*Jim wishes for warmer weather, chocolate rain, and having every new computer*

*game; Jenny wishes for snowy weather today, clean drinking water, and more wishes).*

**Key:** cold / freezing and snowy

### 2 Match the definitions to the words in bold in Jim's blog.

- Put students into pairs and ask them to match the words in bold from the blog to a definition. Students work in pairs.
- Check answers with the group. As you ask for the answers, encourage the students to repeat each word accurately.

**Key:** 1 cool 2 warm 3 freezing 4 humid 5 icy  
6 wet 7 dry 8 typical 9 mild 10 snowy

### 3 Which of the kinds of weather from Activity 2 do you like?

- Put students into pairs. Ask them to look at the text carefully and write down any descriptions of weather they can find. Tell them to use the notes and discuss. Look at the example together. Share ideas with the class.

**Key:** Students' own answers.

### 4 In pairs, imagine you are Jim and Jenny. Ask and answer questions. Use the blog for your answers.

- Tell students to read the blog and write three questions about it.
- Monitor and support as they write their questions.
- Put students into threes so they can ask and answer each other's questions.

**Key:** Students' own answers.

## Workbook, page 112

See pages TB187–205.

### Ending the lesson

- Students work in groups of three. Ask students to write down a list of activities – read a list to them slowly, e.g., *going for a walk, playing soccer, watching TV, skiing, swimming at the beach*, etc. and pause so they can write the words.
- Tell students to check their list with the group and check if is correct. In their groups of three, students decide on the perfect or ideal weather for each activity and why.
- Share ideas with the class, asking each group for an example and a reason for their choices.