



Raining cats and dogs

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core words: *breezes, degrees, gales, heat, lighting, shower, snowfall, storm, sunshine, temperature, thunder, weather forecast.*
- 1 Students work in pairs and circle the words in the word search puzzle. Then, they write the words below.

Key: 1 forecast 2 degrees 3 snowfall
4 gales 5 breezes 6 shower 7 temperature
8 storm 9 sunshine 10 thunder 11 lightning
12 thermometer

- 2 Students complete the text individually. Fast finishers can write sentences with the words in their notebooks.

Key: 1 storm 2 sunshine 3 degrees 4 shower
5 gales 6 snowfall

Grammar 1

Using the worksheet

- This worksheet provides practice of the target grammar: first and second conditionals.
- 1 Divide students into groups of four. Each group has two teams. Ensure students have colored pencils. Each team chooses a color. Explain that each team takes turns choosing a number on the board, and then makes a conditional sentence from the prompts with the same number. When they make a correct sentence, the team can color in that hexagon. The aim of the game is to color in a diagonal row across or a column of hexagons without being blocked by the other team.

Key: 1 If it is sunny tomorrow, we won't stay at home.
2 If you saw a tiger, what would you do? 3 If it snows over the weekend, it will be dangerous to drive.
4 What would you do if you could fly? 5 We will wear T-shirts if it is sunny in Spain. 6 If Beth isn't sick, she will have a picnic today with her friends. 7 If there was sunshine, walking to the beach would be more pleasant. 8 They would travel all the time if they didn't have to work. 9 What would you do if you won the competition? 10 If there is a storm, the boat won't leave. 11 If I were rich, I would plant millions of trees. 12 If the temperature is above 25 degrees, we will go swimming on Saturday. 13 She will get a sunburn if she doesn't put on sunscreen. 14 Will you help me if you have time? 15 If you break the thermometer, you won't be able to check the temperature.

16 If the weather forecast isn't good, we won't go to the beach. 17 If he misses the bus, he won't arrive at school on time. 18 What would you do if you lost your cell phone? 19 I would be happy if I saw a panda bear. 20 They will be disappointed if their team doesn't win.

Optional follow-up activity (extension):

Ask students to write the first part of three first conditional sentences on a piece of paper, leaving space for the second half of the sentence. Cut out the half sentences making sure you leave the blank spaces too. Then, place them in a bag. Ask students to take turns picking a half sentence and write the second half. Then, invite students to read out their sentences. Repeat the process with the second conditional.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core vocabulary: *cool, dry, freezing, humid, icy, mild, snowy, typical, warm, wet.*

Students work in A/B pairs to complete the crossword puzzle. They ask about and explain words. Cut up the worksheets and give them out. Students look at their puzzles and at the example. To check that they understand the task, ask stronger students to do one or two examples in open pairs. In weaker classes, you may ask students to work in A and B groups first to prepare their answers. They can do this orally or take notes, e.g., *What's 3 down? Not too hot or too cold.* Students work in A/B pairs to ask, answer, and complete their puzzles.

Optional follow-up activity (reinforcement):

Play *Write It Up*. Divide the class into teams of four. Give each team a number and write their number on the board, leaving enough space for students to write sentences. Invite a member from each team to choose a word from the vocabulary set. Each team has to think of a sentence, and then a team member has to race to the board to write it in their team's space. Teams should check each other's sentences for errors.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target grammar: *I wish.*
- 1 Students look at the pictures and guess what the people or animals are wishing for.

Suggested answers: 1 I wish there wasn't a storm today. 2 I wish I could be a drummer. 3 I wish I could eat the bird. 4 I wish I was a dancer. 5 We wish they didn't cut down the trees.

2 Students work individually to find and correct the errors in the text.

Key: I don't (I didn't) He wish (He wishes) could worked (could work) I wished (I wish) I have (I had) I wish

3 Students draw their wishes, then exchange them with their partner, who tries to guess the wish and write sentences about them.

Optional follow-up activity (extension):

Extend Activity 3. Divide students into groups of three. Explain to students that sometimes we have to be careful what we wish for, and sometimes, if wishes came true, they would make lives more difficult. For example, *I wish I was taller. If you were too tall, then you wouldn't be able to fit into your favorite clothes.* Explain to students they are going to take turns saying their wishes, and the other members of the group have to imagine something negative happening if their classmate's wish came true. Explain they have to use the second conditional. Demonstrate by writing a wish on the board, e.g., *I wish I was taller.*

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice linked to the unit topic of the weather. The listening skill is listening for specific information.
- 1 Play the audio once for students to listen. Ask a gist question, e.g., *What has Shirley been invited to the studio to talk about?* (Her job.)

Key: 1C 2A 3A 4A 5C 6C

Track 10

Presenter: This is ABC Radio 4. Last week, we had the reporter Mark Rogers and singer Patty Devine on the program. This week, we're talking about the weather with Shirley Thomas on the program. She's here to tell us about her long career as a weatherwoman.

Shirley: Thank you.

Presenter: What made you want to be a weatherwoman?

Shirley: Well, I studied geography in college. I was always interested in science and the environment. When I finished college, I had a few different jobs because I couldn't find a job related to geography. I started working in a store, then a bank, and finally in a bookstore. I remember thinking, I wish I had a more exciting job. Then, after about three years, a friend told me about a job on Channel 5. It was presenting the **weather forecast**. I was so happy because I was so bored with the job I had at the time.

Presenter: What was your first assignment?

Shirley: Oh, my first job was terrible. I was reporting from a **snow storm** on a mountain. There were severe **gales** and temperatures

of about -8 **degrees**. It was **freezing**! I remember thinking at the time, If I hadn't taken this job, I wouldn't be here right now!

Presenter: Did things improve for you?

Shirley: Well, I had a few difficult days like that. Once, I was reporting in the middle of a summer storm. There was **thunder** and **lightning** crashing around me. The thunder scared me the most. I don't mind lightning and wet weather, but the thunder was so loud it shook my body! Another time, I reported during heavy **snowfall**. That actually wasn't too bad. I realized that if you don't like getting cold and wet, this job isn't for you! It wasn't always bad weather. I often reported on **warm** days with lots of **sunshine**.

Presenter: It sounds like an exciting job.

Shirley: It is. It's hard work and I wish I had more time for my family, but I meet lots of interesting people and I go to amazing places, but what I love best about it is that no two days are ever the same.

- 2 Students work in pairs and describe what they see in the pictures.
- 3 Students ask and answer the questions.

Optional follow-up activity (extension):

Play *Three Across* with some key words from the audio. Ask students to draw a grid with nine squares in their notebooks. Write words from the audio on the board: *storm, weather forecast, thunder, warm, freezing, sunshine, lightning, gales, snowfall, degrees.* Ask students to choose nine words to write in each of their squares. Play the audio, and explain that when they hear one of the words they have to cross it out. Explain the aim of the game is to cross out words in a row, a column, or diagonally.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice in understanding a text about the weather in different countries around the world.
- 1 Students read the text. Ask what they think.

Key: 1H 2D 3F 4A 5C

2 Students write about the weather in their country. They can use the Internet to do research and add pictures to their notes.

Mission stage 2: A weather forecast See *Teacher's Book 6* page TB113.

9 Vocabulary 1

1 Look at the pictures. Find the words in the word square. Then write the words below. The first letter has been given to you.

1

2

3

4

5

6

w	t	r	t	a	z	e	r	r	z	g	a	a	t	a
t	e	t	t	t	a	s	u	n	s	h	i	n	e	d
h	m	a	y	e	r	g	g	b	b	b	t	y	g	l
u	p	l	t	h	e	r	m	o	m	e	t	e	r	i
n	e	l	l	h	r	y	e	t	k	g	e	e	g	
d	r	t	e	z	e	d	e	g	r	e	e	s	i	h
e	a	a	a	y	y	r	f	r	r	f	f	e	s	t
r	t	u	r	a	r	u	f	y	r	r	d	h	h	n
a	u	a	f	a	a	y	y	o	f	a	e	a	e	i
q	r	e	a	s	h	o	w	e	r	f	r	a	n	n
z	e	f	t	t	e	g	g	a	l	e	s	u	a	g
z	z	o	z	o	a	f	f	z	e	t	c	u	n	n
o	d	f	d	r	t	o	s	n	o	w	f	a	l	l
e	e	o	z	m	d	f	o	e	r	o	r	r	s	n
b	r	e	e	z	e	s	h	u	d	r	h	e	a	t

7

8

9

10

11

12

1 f _____

2 d _____

3 s _____

4 g _____

5 b _____

6 s _____

7 t _____

8 s _____

9 s _____

10 t _____

11 l _____

12 t _____

2 Complete the online chat with six words from the box.

breeze degrees gales shower snowfall sunshine storm thunder

Amanda: Hi Tom! 😊 How is your vacation going in the Amazon?

.....

Tom: Hi Amanda ... There was a scary ¹ _____ with strong winds and lots of rain.

.....

Amanda: Really? I'm sorry to hear that. Here, we have plenty of ² _____ and it's very hot. Yesterday, my app showed 30 ³ _____, so this morning a light rain ⁴ _____ was really welcome.

.....

Tom: Here, local people say that this kind of extreme weather is not normal – the strong ⁵ _____ damaged some homes, too. ☹️ I guess it's because of global warming. I like it here, though – people are very kind and friendly and I'm learning a lot from them. It never gets very cold here ... It's hard to imagine that they have never had ⁶ _____!

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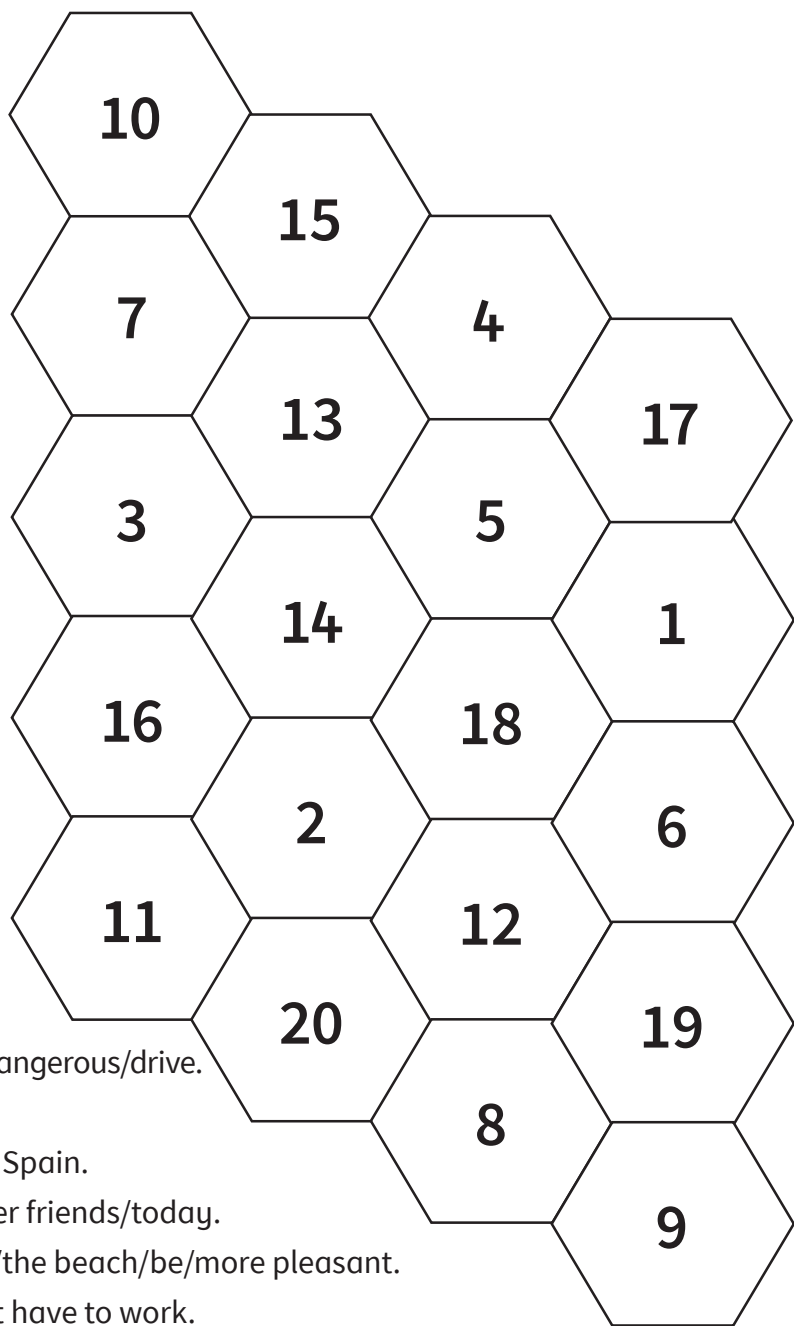
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9 Grammar 1

1 Read the instructions. Then play the hexagon game.

Instructions

- Play in groups of four. Each pair is a team.
- You need two different colored pencils.
- Choose a number from the game board and make a conditional sentence from the prompts.
- If you make a correct sentence, color in the hexagon.
- The aim of the game is for your team to color in all the hexagons in a diagonal row or in a column from top to bottom without being blocked by the opposite team.



- 1 if/it/be/sunny/tomorrow/we/ not stay/at home.
- 2 if/you/see/a tiger/what/you/do?
- 3 if/it/snow/over the weekend/it/be/dangerous/drive.
- 4 what/do/if/you/can/fly?
- 5 we/wear/T-shirts/if/it/be/sunny/in Spain.
- 6 if/Beth/not sick/she/have/picnic/her friends/today.
- 7 if/there/be/a/sunshine/walking/to/the beach/be/more pleasant.
- 8 they/travel/all the time/if/they/not have to work.
- 9 what/you/do/win/the/competition?
- 10 if/there/be/a storm/the boat/not leave.
- 11 if/I/be/rich/I/plant/millions/trees.
- 12 if/temperature/be/above/25 degrees/we/go/swimming/on/Saturday.
- 13 she/get a sunburn/if/she/not/put on/sunscreen.
- 14 you/help/me/if/you/have/time?
- 15 if/you/break/the thermometer/you/not be/able/to/check/the/temperature.
- 16 if/the weather forecast/be/not good/we/not go/to the beach.
- 17 if/he/miss/bus/he/not arrive/at school/on time.
- 18 what/you/do/if/you/lose/your/cell phone?
- 19 I/happy/if/I see/a panda bear.
- 20 they/be/disappointed/if/their/team/not win.

9 Vocabulary 2

Read the instructions. Then do the puzzle in groups of four.

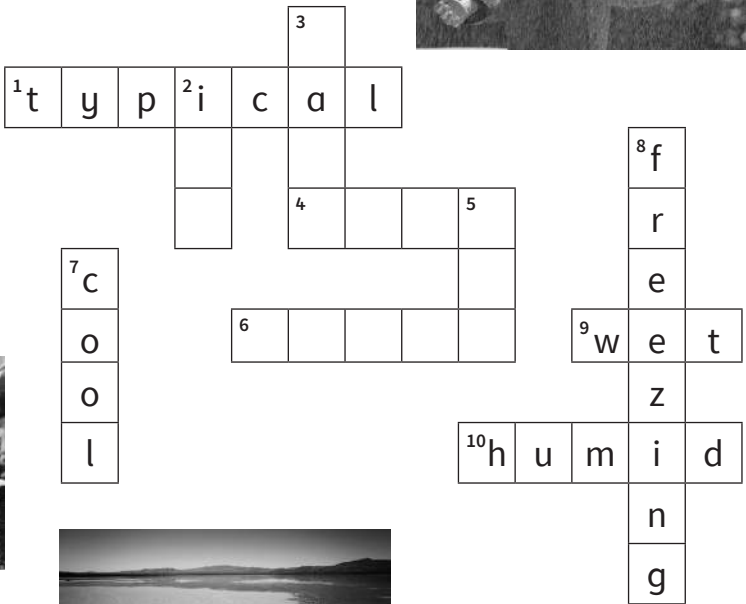
Pair A

Instructions

- Ask and answer questions to find out the missing words in your crossword puzzle.

What's 2 down?

very cold



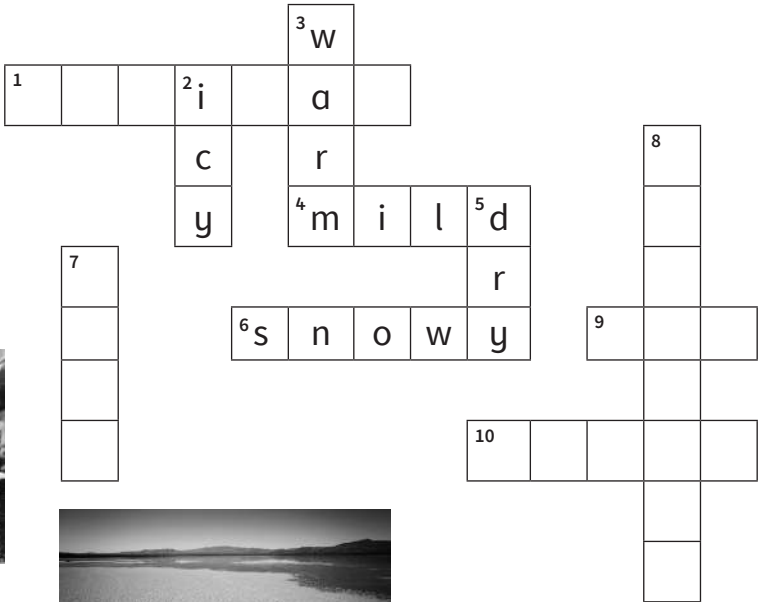
Pair B

Instructions

- Ask and answer questions to find out the missing words in your crossword puzzle.

What's 1 across?

not unusual



9 Grammar 2

1 Look at the pictures. Write sentences about what they are thinking with *I wish*.

1





2





3





4





5





2 Find and circle the mistakes in the text. Then write the correct sentences below.

The other day I said to my dad, “I wish I don’t have to study and work in my life.” My dad said that in a way he could understand what I meant, but that learning new things is very interesting and working with others is important. He also thinks that reading boosts your imagination. He wish he had more time to read books. I said, “Well, I wish I could worked only at home. Then, I would have more free time.”

Then, he told me that once he worked with his laptop from home because he had to take care of me for a week when I was little, and he felt terribly bored without his co workers around, even though he argues with them sometimes. Then he added, “Though I wished I have less work and ... I’m wishing I was younger ...”

3 Think of three wishes. Draw each wish in a box. Cut out your drawing and swap with your partner. Now, guess what your partner’s wishes are. Write sentences with *I wish*.

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9 Skills 1: Listening and speaking

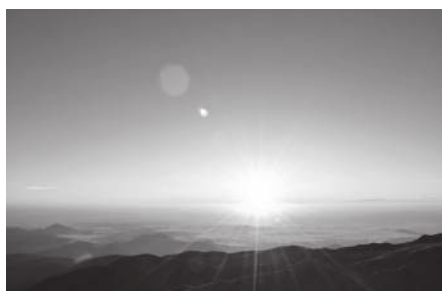
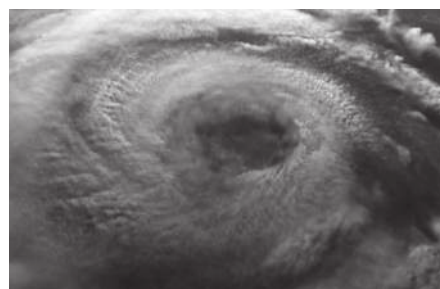
1 For each question, choose the correct answer.

- | | |
|---|---|
| <p>1 What is Shirley's job?
A reporter
B singer
C weatherwoman</p> <p>2 What did she study in college?
A geography
B science
C environmental studies</p> <p>3 What was her first job?
A sales clerk
B banker
C bookseller</p> | <p>4 How did she feel about her first assignment?
A She didn't enjoy it.
B She was happy about it.
C She thought it was boring.</p> <p>5 What was the worst thing about her report during the summer storm?
A the rain
B the lightning
C the thunder</p> <p>6 What is the best thing about Shirley's job?
A traveling to new places
B meeting interesting people
C the variety of the job</p> |
|---|---|

2 Work with a partner. Say what you can see in the pictures.

In this picture, I can see ...

I can also see ...



3 Work with a partner. Ask and answer the questions.

- What is the weather like in your town/city today?
- Have you ever experienced extreme cold or hot weather? Where?
- What is your favorite kind of weather? Why?
- What outdoor activities do you usually do in the winter/summer?
- Why do you think the weather in many countries is changing?
- What do you think we can do to reduce global warming?

9 Skills 2: Reading and writing

1 Five sentences have been removed from the article. Choose from the sentences (A–H) the one that fills each blank (1–5). There are three extra sentences that you do not need to use.

The weather around the world

My name is Karin and I live in Iceland. ¹ ____ This is because of the Gulf Stream, which brings warm air from the Caribbean. The average temperature in the capital city, Reykjavik, is around 1–2 degrees in the winter and 12 **degrees** in the summer. We never get very hot days in the summer. It is usually **warm**, but I wish we had hotter weather in the summer. Reykjavik is in the south of Iceland. ² ____ Some towns in the north get so much **snowfall** that transportation is almost impossible.

I'm Peter and I come from Botswana. Botswana is a country in the south of Africa. ³ ____ This makes the weather in Botswana very **dry** and hot. Our summer is from October till March. The average daytime temperature in the summer is 30 degrees, and at night the temperature drops by about ten degrees. If you visit Botswana in the winter, you will feel that the weather is pretty **cool**. It is very dry in the winter with a daytime average temperature of 20 degrees, and a nighttime temperature that can drop below 6 degrees. I don't like the winter nights because they feel cold. ⁴ ____ It never snows in Botswana, but I wish I could see snow!

My name's Chloe and I come from Liverpool. It's a city in the northwest of England. The weather in England is usually pretty **mild** compared with other countries in the world. We have four seasons. The weather is pretty **humid**, and we get a lot of rain in the spring and summer. We don't have a very hot summer, but we do have some **sunshine** and, for short periods, the temperature can go up to about 25 degrees. ⁵ ____ We don't often get much snowfall in the winter, but we get a lot of rain and sometimes **gales**! Sometimes, I wish I lived in a hot country!



- | | |
|---|--|
| A If I lived in a cold country, I would miss the hot weather in my country! | E There are a lot of plants in the desert, even though it is very dry. |
| B The midnight sun in Iceland happens in the summer when the days are longer. | F We have a large desert in Botswana called the Kalahari Desert. |
| C The winter is usually pretty cold with an average temperature of 6 degrees. | G Liverpool is close to the sea, so it's pretty windy and humid. |
| D If you travel further north, the temperatures are lower. | H Most people think it's always freezing in Iceland, but that isn't true – it can be pretty warm here. |

2 Think of the weather in your country. Make notes in your notebook.

- 1 How many seasons do you have? _____
- 2 What is the winter like? _____
- 3 What is the summer like? _____
- 4 What are the average temperatures in the winter and summer? _____
- 5 Which is your favorite time of year? Why? _____

9

Mission stage 2: A weather forecast

Think of a city or country. Write a weather forecast for your chosen place. Draw a map of the area with weather symbols to show what the weather is like. Then, present your weather forecast to the rest of the class.

LOCAL WEATHER REPORT

Place

Forecast

Map: