Vocabulary and listening • Weather conditions

Aim

Ask and answer about the weather.

THINK!

With books closed, ask students if they prefer hot or cold weather. Elicit a few answers from individual students. Encourage them to give reasons for their answers. Put students into pairs to think of as many weather words as they can in English. Check answers and write the words on the board. Check that everyone understands all the words.

ANSWERS

Students' own answers.

Exercise 1 **①** 2•35

Students use their dictionaries to check the meanings of the words in the box and match some of the words to the photos. Play the audio for students to listen and check. Check answers with the class. Point out the pronunciation of *icy* and *cloudy*.

POSSIBLE ANSWERS

1 rainy, cloudy 2 hot, sunny

3 cold, snowy, icy 4 foggy, cloudy, cold

Exercise 2

Students read the texts and complete them with the correct weather words. Check answers with the class. Ask students which place they would most like to visit and why.

ANSWERS

1 rainy 2 hot 3 cold 4 icy 5 windy 6 foggy 7 stormy

Exercise 3 1 2.36

Focus on the photo of Stephanie and ask students what they think she is going to do in Antarctica. Elicit a few possible ideas, e.g. study animals, learn about climate change. Play the audio for students to listen and check their answers.

ANSWER

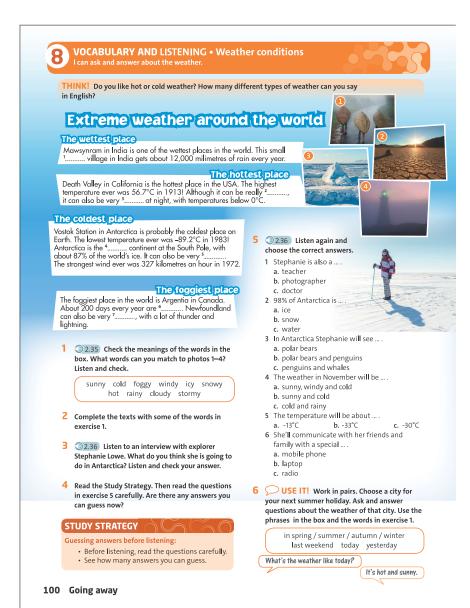
She's going to walk to the South Pole and study / take photos of the ice in Antarctica.

Exercise 4

Read the study strategy with the class. Explain to students that guessing before you listen gives you an idea of the kind of information you are listening for, so it helps you to focus when you listen. Put students into pairs to read the questions and answers in exercise 5 and guess the answers. Discuss some possible answers with the class, but do not confirm them at this stage.

ANSWERS

Students' own answers.



Exercise 5 1 2.36

Play the audio again for students to listen and choose the correct answers. Check answers with the class and see how many answers students managed to guess correctly.

ANSWERS

1 b 2 a 3 c 4 a 5 c 6 b

Optional activity: Listening

Write these questions on the board:

- 1 In what month is Stephanie going to visit Antarctica?
- **2** How many seasons are there in Antarctica?
- **3** What equipment is Stephanie going to take?
- **4** What is there going to be at the research centre?

Put students into pairs to predict the answers, then play the audio again for students to check and complete their answers. Check answers with the class.

ANSWERS

- 1 November
- 2 Two (summer and winter)
- 3 Special clothes, waterproofs, sunglasses, water bottles, a penknife, sun cream, a tent, a sleeping bag and a special laptop
- 4 Telephones, computers, nice meals and hot water

Exercise 6 USE IT!

Read through the prompts in the box and check that students understand the four seasons. Elicit some possible questions about weather, e.g. What will the weather be like next week? With weaker classes, write some model questions on the board. Students ask and answer questions in pairs.

More practice

Workbook page 56
Practice Kit

Assessment

Five-minute test, Teacher's Resource Disk