

MODULE 10 The weather

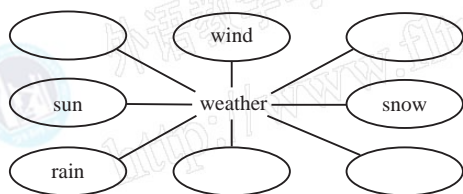
Unit 1

It might snow.

Listening and vocabulary

Preparation

- Ask what kind of weather the students like and why. Elicit their ideas by drawing symbols on the board or showing pictures.
- Use a spider gram with “weather” in the middle and elicit types of weather to write in the bubbles around it. For example:



- Point at and read the types of weather: sun, rain, wind, snow, etc. Ask the students to repeat them chorally.
- Ask the students “What’s the weather like today?” and elicit such words as “sunny”. Show them they can describe the weather by adding “-y” to some of the words. Put them in pairs to think of the rest (rain — rainy; snow — snowy; wind — windy; cloud — cloudy).

1. Work in pairs. Talk about the weather. Use the words in the boxes to help you.

- Remind the students of the seasons of the year: spring, summer, autumn, winter. Tell them to discuss the weather at these different times of the year.
- Elicit and write a model conversation on the board. For example:
 - What’s the weather like in November in our city?
 - It’s rainy.
- Tell the students to work in pairs and talk about the weather at different times of the year. Get them to use the words in the boxes to make sentences.

- Nominate a few pairs to talk about the weather.

2. Listen and check (✓) the correct information in the table.

- Ask the students how they know how hot or cold it is. Elicit “weather report”.
- Use a thermometer to teach the vocabulary: temperature, degree, etc. Ask the students to repeat the words chorally.
- Write some temperatures on the board (e.g. -5℃, 10℃). Ask the students to repeat chorally and individually by pointing at the different temperatures.
- Ask the students to look at the information in the table carefully in pairs and talk about the temperatures and weather in the different places.
- Play the recording while they listen for the information.
- Play the recording again for the students to check the correct information. Then ask them to check answers in pairs.
- Play the recording one more time for them to check and correct any answers that were different.
- Put the table on the board and elicit answers with the students reading out the weather information in full sentences.

Answers

City	Temperature	Weather
Beijing	-8℃~2℃ <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>
Shanghai	5℃~9℃ <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Xi'an	-5℃~1℃ <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Guangzhou	10℃~21℃ <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/>
Hong Kong	17℃~20℃ <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/>



Tapescript

Good morning, here is the weather for China today. In Beijing, there'll be clouds in the early morning, and it will be between minus eight and minus two degrees. Shanghai will be rainy and windy, and between five and eight degrees. It'll be cloudy and snowy in Xi'an with a temperature between minus four to two degrees. In Guangzhou, it'll be cloudy. There may be some showers, and it'll be between ten and twenty-one degrees. In Hong Kong, it'll be cloudy. There will be storms later, and it'll be between seventeen and twenty degrees.

Extension

- Get the students to look at the symbols representing different weather and draw them in their notebooks. Or bring in a newspaper weather report or a printout of a weather report from the Internet which shows the symbols used on television or in newspapers.
- Ask them to write down the words for different weather and match them with the correct symbols.

3. Work in pairs. Correct the wrong information in the table.

- Correct the wrong information by eliciting questions and answers. For example:
 - What's the temperature in Shanghai?
 - It's between five and eight degrees.
- Ask the students to work in pairs, model and correct the wrong information by asking and answering.
- Elicit answers with the students asking and answering in pairs.

Answers

City	Temperature
Shanghai	5°C~8°C
Xi'an	-4°C~2°C

4. Listen and read.

- Ask the students where they go and what they like to do outside when it's cold and icy at the weekend. Elicit and teach "skate", "ice", etc.
- Ask a few pre-reading questions and write them on the board. For example:

- 1) Who wants to skate?
- 2) What's the weather like today?
- 3) Where are they going to skate?

- Ask the students to listen to and read the conversation at the same time. Tell them to find answers to the questions.
- Elicit answers to the pre-reading questions around the class.
- Elicit the names of the places mentioned in the conversation, i.e. England, America, New York, Australia, Hainan Island.
- Ask the students to listen to and read the conversation again and underline what the weather is like in each place.
- Elicit answers from the class.
- Ask the students to work in pairs and make up their own questions to ask each other about the conversation. For example:
 - Why does Betty wish she were in Australia?
 - Because it's probably sunny and hot there.
- Ask them to practise the conversation in different roles.

Now check (✓) the true sentences.

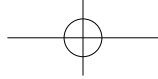
- Read the sentences with the class and ask the students to guess whether the sentences are true or not.
- Have the students scan the conversation again and underline the key information.
- Ask them to check the sentences on their own and then scan in pairs to see if their answers are correct.
- Elicit answers in full sentences and ask the students to say why some are not true.

Answers

2. ✓ 3. ✓ 5. ✓ 6. ✓

5. Complete the passage with the correct form of the words in the box.

- Ask the students to read the passage and guess what words are missing. Then tell them to look at the words in the box and see if there are any that apply to each gap.



- Ask them to read the passage again and complete it individually. Then tell them to check answers with a partner.
- Elicit answers in full sentences from the class.

Answers

- | | | |
|-----------|------------|----------------|
| 1. skate | 2. may | 3. temperature |
| 4. minus | 5. degrees | 6. dangerous |
| 7. joking | | |

Pronunciation and speaking

6. Listen to the speaker asking a question or showing surprise.

- Ask the students to listen to the ways the questions are said a couple of times as you play the recording.
- Elicit what happens to the voice in each question, i.e. it goes down in an ordinary question and when the speaker shows surprise it goes up.

7. Listen and write * if the speaker is asking a question or ** if he is showing surprise.

- Play the recording. Ask the students to listen and mark the sentences.
- Elicit answers by asking the students to read out the sentences.

Now listen again and repeat.

- Play the recording again for the students to listen for the different intonation in the sentences.
- Play the recording once more. Pause after each sentence and ask the students to repeat chorally.
- Put the students in pairs to practise the questions. Tell them to exaggerate the intonation to show difference.

Answers

- | | | | |
|------|------|-------|-------|
| 1. * | 2. * | 3. ** | 4. ** |
|------|------|-------|-------|

8. Make a weather forecast for different cities in China. Use the correct information in the table in Activity 2 to help you.

- As preparation, ask the students to watch the weather forecast on television.
- Look at the information in the table in Activity 2 again with the whole class and ask “What’ll the

weather be like in Guangzhou?”

- Elicit the answer “It’ll be cloudy and warm.” Ask the students to repeat the question and answer chorally.
- Tell the students to model and ask and answer about the weather in other cities in pairs.
- Ask them to put the information they talked about together into a weather forecast for different cities in China.
- Elicit presentations of the weather forecast from different pairs. Tell them they can stand at the front and draw symbols on the board if they wish to make it more realistic.

Now say what the weather might or might not be like in your town.

- Tell the students they are going to talk about the weather in their town in the future. Ask if they know what the weather will be like.
- Elicit the difference in meaning: It’ll be... (sure); It may... (very possible); It might be... (just a possibility, not sure)
- Ask the students to make a weather report, following the example sentence.
- Nominate some students to present their reports.

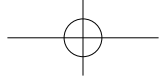
Unit 2

The weather is fine all year round.

Reading and vocabulary

1. Talk about what you can see in the pictures.

- Ask the students to look at the pictures and elicit what they can see.
- Put them in groups to describe each picture.
- Elicit their descriptions and ask the class to guess which picture it is.
- Use their descriptions to pre-teach the key vocabulary in the text.



2. Read the passage and find out the best time to visit the US.

- Ask the students to look at the title of the passage and guess when is the best time to visit the US. Elicit their ideas.
- Ask them to scan the passage and check whether their guesses were correct.
- Elicit that the best time to visit the US differs from place to place. Then ask the students to read the passage again carefully, finding the descriptions of different places and the best time to visit there.
- Elicit answers from the whole class in full sentences.

Learning to learn

- Read through the information with the class.
- Ask the students what they think of the idea introduced in the passage and how they think it would help.
- Try out some names of people and places. Ask the students to read them and translate them into Chinese to see whether they sound similar.

3. Complete the table.

- Explain that drawing a table is a clear and simple way to summarise information.
- Ask the students to look at the table and guess what the missing information is.
- Ask them to read the passage again and underline the key information to complete the table.
- Ask them to complete the table individually and then check answers with a partner.
- Elicit answers in full sentences from the whole class.

Answers

Places	Weather	Best time to visit
New York	Winter: a lot of snow	In May or October
New England	It gets cooler in September.	In September
California	Fine all year round	All year
Alaska	Summer: warm day, cool night Winter: very cold	In summer

4. Complete the sentences with the correct form of the words in the box.

- Ask the students to look at the words in the box and check their meaning.
- Tell them to read the sentences and try to guess the missing words.
- Ask them to read the sentences again and complete them, choosing and changing the words in the box where appropriate.
- Ask them to check their answers in pairs.
- Elicit answers in full sentences.

Answers

- | | | |
|-----------|-------------|------------|
| 1. brown | 2. miles | 3. sweater |
| 4. storms | 5. umbrella | |

Writing

5. Match the two parts of the sentences.

- Ask the students to read the two parts of the sentences on their own. Tell them to check whether they understand the meaning of all the parts.
- Ask them to try to match the two parts and then compare their answers with their partners.
- Elicit answers with a student reading the first half aloud and another reading the matching half.
- Ask the students to join the two parts of the sentences together and write down the full sentences.

Answers

- 1 — c); 2 — d); 3 — a); 4 — e); 5 — f); 6 — b)

6. Write some advice for visiting your home town and give reasons. Use *because*, *so* and *but*.

- Put the students in groups to brainstorm what a visitor can see and do in their home town and think of advice for visiting their home town and reasons. Remind them of taking some notes.
- Ask the students to look at the model beginning, follow it and write some advice individually. Tell them to use their notes.



- Ask them to exchange their works with a partner for peer correction to correct facts and language.
- Ask the students to bring in some postcards of their home town before this class. Then ask each student to rewrite their advice on the postcards and send them to other students in the room to share.

Possible answer

The best time to visit my home town is in spring because the weather is always sunny then, but not too hot. It also doesn't rain much in spring which is very important if you want to see around the town. It's a good idea to wear comfortable shoes, so you can walk around the old city. It's very beautiful, but the restaurants and shops can be very expensive.

Unit 3

Language in use

Language practice

Preparation

- Read the sentences in the box with the whole class.
- Elicit the difference of “may”, “might”, “probably” for possibility and how to use them to describe weather.
- Ask the students if they have any plans for the weekend. Ask them to talk about their plans, using “may”, “might” and “probably”. Then elicit their ideas.
- Ask them to extend their plans by giving some reasons. Write up the model conversation on the board:
 - What are you going to do this weekend?
 - I'm not sure, I may..., but I'll probably... because...
- Tell them to make a table and ask five classmates to see if anyone has the same possible plans as them. Then ask them to make notes in the table.

Name	Weekend plan	Reason

- Elicit what they found out about each other.

1. Complete the sentences with *may* or *probably*.

- Elicit the differences in meaning and usage between “may” and “probably”. Ask which word indicates more certainty and how to use each.
- Tell the students to read the sentences and decide if the situation in each sentence is nearly certain or not so certain, then choose which word is missing.
- Ask them to complete the sentences on their own and check their answers in pairs.
- Elicit answers from the whole class.

Answers

- | | | |
|-----------------|-------------|-------------|
| 1. may | 2. probably | 3. probably |
| 4. may/probably | 5. may | 6. probably |

2. Work in pairs. Say what you usually do, and then say what you might do.

- Read the time expressions (i.e. in the evening, at the weekend, during the summer holiday) with the students. Prompt more similar expressions.
- Ask the students to read the example sentence and see how to talk about usual routines and particular activities.
- Ask them the question “What do you usually do in the evening?” and elicit different answers. Then ask “What might you do this evening?” and get ideas.
- Ask the students to ask and answer in pairs to see if they are usually the same or different and how they might change their usual routine.
- Elicit conversations with the students asking and answering in pairs.



3. Complete the sentences. Use *may*, *might* or *probably* where necessary.

- Read through the example with the whole class to show them how to do the activity.
- Point out they have to use the information in brackets as a reason or conclusion to the sentence.
- Get the students to work in pairs to go through and complete the sentences.
- Elicit answers from the whole class.

Possible answers

1. It is sunny now, but let's take an umbrella because it might/may/will probably rain later.
2. It is not always warm in February, and sometimes it may/might be very cold.
3. It is usually hot and sunny, so we may/will probably swim in the sea.
4. Buy a good map because we may/will probably visit the city.

4. Complete the sentences.

- Read the example sentences out to the class and show the connection between the two sentences, i.e. "It is often rainy" is another way of saying "It rains a lot."
- Revise with the class how to describe the weather by adding "-y" to some types of weather words, e.g. rain — rainy.
- Ask the students to complete the sentences by themselves and check answers with a partner.
- Elicit answers in full sentences.

Answers

- | | |
|-----------|----------|
| 1. clouds | 2. snow |
| 3. sunny | 4. windy |

5. Listen and complete the sentences.

- Ask the students to look at the pictures and read the captions. Ask them to repeat the city names and the seasons.
- Ask them to describe what they can see in the pictures in pairs. Then elicit their ideas.
- Ask the students to read the sentences and guess the missing information.

- Play the recording while the students listen for the descriptions about the places.
- Play the recording again and ask the students to complete the sentences individually. Then tell them to check their answers in pairs.
- Elicit answers in full sentences from the class.

Answers

- | | | |
|-----------|-------------|----------|
| 1. snows | 2. cold | 3. hot |
| 4. thirty | 5. summer | 6. beach |
| 7. rains | 8. eighteen | |

Tapescript

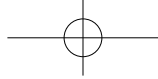
My name is Peter and I live in Sydney, Australia, with my parents. My grandparents are American and they live in New York. The weather is very different there! In New York, it often snows in the winter months — December, January and February. My grandparents wear very warm clothes because it's very cold. In New York, the summers are very hot. In July, the temperature is often over thirty degrees. It never snows in Sydney in December because it's the middle of summer. It's very hot and sunny, so we often go to the beach! In Sydney, it often rains in the Australian autumn — April, May and June. Winter in Sydney is not very cold. The temperature is about eighteen degrees.

Extension

- Ask the students to bring in some photos from home showing them on a family trip.
- Put them in groups to discuss the weather and what is happening in the photos. Tell them to use the sentences in Activity 5 to help them.

6. Look at the world weather map. Work in pairs. Ask and answer the questions.

- Review the weather vocabulary and symbols with the students. Write and draw them on the board. Then elicit how to use them to describe weather.
- Ask the students to look at the map, recognise the cities and find the symbols by asking and answering in pairs. For example:
 - Which city has the symbol for sun?
 - Beijing.



- Ask some general knowledge questions around the class to help the students learn more from the map. (e.g. Which country is Sydney in?/Which city is in Russia?)
- Ask the students to work in pairs and ask and answer the questions.
- Nominate some pairs to ask and answer.

Answers

1. It's sunny in Beijing. The temperature is between minus six and three degrees.
2. In London, it's cloudy and the temperature is between five and eight degrees.
3. No, it isn't. It's cloudy.
4. Moscow has the coldest weather. It's between minus eight and minus four degrees.
5. It is cold and windy in New York. The temperature is between minus six and two degrees.
6. Sydney has the highest temperature.

Extension

- Write the names of four more cities on the board and ask the students to place them in the map: Rio de Janeiro (Brazil), Delhi (India), Jakarta (Indonesia), Los Angeles (US).
- Make a weather report about these cities. Tell the students to listen and mark the weather in the cities.
Los Angeles will be sunny and the temperature will reach 24 degrees today with no rain, just a little cloud. In Rio de Janeiro, the weather will be hot and sunny between 24 and 30 degrees and no rain. In Jakarta, today it will rain and be cloudy, but the temperature will still be very hot, at 30 degrees. And finally in Delhi, there will be rain and the temperature will be between 20 and 25 degrees.
- Elicit answers from the class.

7. Look at the weather table and complete the passage with the correct words.

- Ask the students to look at the table. Elicit what the weather will be like in the places at different times.
- Tell the students to read the passage through and think about what type of word they need to fill the gaps, i.e. a noun or an adjective.
- Ask them to complete the passage individually and then check answers with their partners.

- Elicit answers with the students reading the passage out line by line.

Answers

- | | | |
|----------|-----------|-----------|
| 1. snow | 2. cloudy | 3. windy |
| 4. sunny | 5. rain | 6. cloudy |

Around the world: The Amazon Rainforest

- Look at the picture of the Amazon Rainforest with the students. Ask them to describe what rainforests are like and elicit why they are important.
- Read the information through with the class and check whether the students understand it.
- Encourage the students to do more research on the Amazon Rainforest after class. Ask them to find out where it is and what kinds of plants and animals can be found there. Tell the students if they are interested in the topic, they can form groups to make posters out of it and stick their posters on the walls or put them on their class blog.

Culture box: UK weather

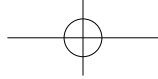
The weather in the UK is known as temperate maritime. There are no extremes because of where it is located. It is mild, not often below 0°C or higher than 30°C, and it's damp and changeable. The climate is milder than other places on the same latitude because the Gulf Stream brings warm water from the tropics to the west coast.

Although the climate is mild, the weather changes often. That is why it is a regular topic of conversation.

Module task: Giving advice on the best time to visit China

8. Read the email and find answers to Ms Wang's questions below.

- Read through the questions with the whole class.
- Ask the students to read the email and answer the questions individually. Then ask them to check their answers in pairs.
- Elicit answers, having one student ask and another answer the questions.



Answers

1. In October.
2. It is usually warm and there may be some rain.
It might be cold too.
3. A sweater.
4. In a small hotel.
5. Buy a weekly travel card to travel around the city.

9. Write an email to a friend who wants to visit China.

- Ask the students to look at the questions and answers in Activity 8 again and make some notes.
- Read the email in Activity 8 with the students and elicit how to give advice.
- Ask them to complete the writing on their own. Tell them to use their notes to write.
- Pair the students. Ask them to read their partners' writings and correct errors.
- Divide the board in three parts. Then ask three pairs of students to come to the board while the others are checking.

- Ask one student in each pair to dictate what to write and the other to write.

- Ask the students to read the emails on the board and correct any errors as a class.

Possible answer

Dear Lucy,

It's good to hear that you may visit China. I think the best time to come is in autumn. Most of the places in China are neither too hot nor too cold in this season. It's the most comfortable time to travel. If you're going to visit South China, you should probably bring an umbrella because there may be some rain.

You might like to stay in a hotel. You won't have to pay much for it because hotels are not very expensive here. But I also invite you to stay in my home. I'm happy to be your guide during the holiday.

Looking forward to hearing all about your travel plans.

Best wishes,
Daming