



Our weather

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the weather words: *sunny, rain, wind, windy, cloud, cloudy, snow, rainbow, weather, hot, cold, terrible.*
- Learners work on their own to make mini weather books.
- Give the instructions orally while you show learners what to do. The full instructions below are for you; read out the **bold** phrases to the learners as you do each step.
Fold the paper in the middle so the short sides meet. Keep the text on the outside.
Fold the paper again – in half the other way.
Fold the paper in half again.
Open out the last two folds. (The paper is now just folded in half.)
Cut the cut line.
Open the paper.
Fold the paper in the middle so the long sides meet. Keep the text on the outside.
Push in the two ends to make a diamond shape in the middle.
Continue pushing in the two ends to make four pages.
Close the book with the front cover at the front and the back cover at the back.
Now colour, draw and write in your books.

Optional follow-up activity (reinforcement):

Give learners a calendar page for the current month. They draw and write a simple sentence about the weather for each day.

Grammar 1

Using the worksheet

- This worksheet provides practice of asking and answering questions about the past, using *was* and *were*.
- Learners work in pairs to cut out and make the spinners.
- One learner spins both spinners and asks a question. The other learner answers truthfully and then spins and asks a question. Tell them to try to remember each other's answers.
- Set a time limit and stop the game.
- Learners report back on their partner in groups or to the whole class. They lose a point for every fact they get wrong.

Optional follow-up activity (extension):

Learners work on their own. They spin the spinners and write sentences about themselves, e.g. *I wasn't at the beach on Monday. I was at school.*

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core clothes vocabulary: *boots, coat, scarf, shorts, sweater, T-shirt, put on, take off, wear.* It also revises clothes vocabulary from Level 1: *cap, dress, hat, jacket, jeans, shirt, shoe, skirt, sock, trousers, T-shirt, sunglasses.*
- For Activity 1, learners work on their own to look at the pictures and circle the correct words.
- For Activity 2, learners work on their own to read and write the correct words in the gaps.

Key: 1 2 coat 3 scarf 4 shorts 5 sweater
6 T-shirt
1 2 shorts 3 boots 4 sunglasses 5 cap

Optional follow-up activity (revision):

Give each learner a 4 x 2 *Bingo* grid. Ask them to write a clothes word in each square. Mime putting on or taking off the different clothes. Learners call out the word, cross it out on their grids and play *Bingo*.

Grammar 2

Using the worksheet

- This worksheet provides practice of describing the past using *there was / there were*.
- For Activity 1, ask learners to look at the picture and talk about what they can see. They use the present tenses.
- Draw their attention to the caption and make sure they all understand that the picture shows yesterday afternoon, that is, the past.
- Learners work on their own to look at the picture, read the descriptive sentences and write *yes* or *no*.
- Check answers with the whole class by reading out the sentences and asking learners to show their answers.
- For Activity 2, learners work on their own to read and answer the questions.

Key: 1 2 yes 3 no 4 yes 5 no
2 1 No, there wasn't. 2 Yes, there were.
3 Yes, there was. 4 No, there weren't.

Optional follow-up activity (extension):

Have a team game. Learners cover the picture. Ask questions, giving teams points for correct answers, e.g. *Was the dog near the rabbit? Where was the dog?*



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Skills 1: Reading

Using the worksheet

- This activity requires learners to scan quickly for gist and then to read carefully and to choose from a selection of words to complete gaps in a text.
- For Activity 1, explain that it is a diary page and ask learners if any of them keep a diary.
- For Activity 2, learners look at the pictures and say the words. Check that they understand them all.
- Learners work on their own to read the diary entry and to write the missing words in the gaps, selecting from the items in the pictures below.

Key: 1 1 a girl at school

2 2 cold 3 watching a DVD 4 desk 5 climbing
6 funny 7 teacher 8 happy

Optional follow-up activity (reinforcement):

Learners work in teams. Tell them to read the text slowly and carefully and to try to remember as much as possible. Take in the texts. Read the text aloud, stopping at key words. Teams shout out the next word to win a point.

Skills 2: Writing

Using the worksheet

- On this worksheet, learners complete a diary for the week with notes and drawings, and then use them as prompts to write sentences about their week.
- For Activity 1, learners complete the diary page for themselves. They should do this over a full week.
- For Activity 2, learners write sentences with the information from the completed diary page.

Optional follow-up activity (extension):

Ask each learner to choose a city somewhere in the world. At home, they find out what the weather was like there on a certain day. In the next class, they report back, e.g. *In New York on Monday it was sunny and very hot.*

mission Stage 1:

Learners will create a holiday island map.

- In groups, learners choose a name for their island and names for the five marked places. They write them on the map.
- Then they imagine they were on holiday on the island last week. They talk about the weather in each place, e.g. *What was the weather like in ... ? It was cold and sunny.* They take notes.
- Keep the maps and notes safe for the next two stages.

mission Stage 2:

- Learners work in their groups. They talk about what there was to see in each place on their island, e.g. *There were lots of boats in River Town. There was a forest at White Rock.* Learners draw small pictures on the map.

mission Stage 3:

- In their groups, learners look at their notes about the weather from Stage 1. They draw and cut out weather symbols and stick them on their map.

Culture

Using the worksheet

- Before Activity 1, explain to learners in their L1 the difference between *the weather* and *the climate*, using their hometown as an example.
- For Activity 1, learners look at the towns in the photos. They listen and repeat the names of the places. Then they read and answer the questions. Use a classroom or digital map for them to find Alaska and Australia and to locate Fairbanks and Coober Pedy.
- Discuss the questions with the class and pre-teach the following: *North Pole, South, desert, winter, summer.*
- Ask learners to guess the answer to the third question.

Track 8

Fairbanks, Alaska

Coober Pedy, Australia

- For Activity 2, tell learners to read the letters quickly and to check their ideas from the previous activity.
- For Activity 3, learners read the sentences and then read the letters again and tick the places. Check answers.

Key: 2 1 Fairbanks is in Alaska, near the North Pole.

Coober Pedy is in South Australia. 2 In Fairbanks, it's very cold in winter. In Coober Pedy, it's very hot in summer. 3 In Fairbanks, children ski and sled. In Coober Pedy, children roller skate in the tunnels.

3 2 Coober Pedy 3 Fairbanks 4 Fairbanks
5 Coober Pedy

Optional follow-up activity (extension):

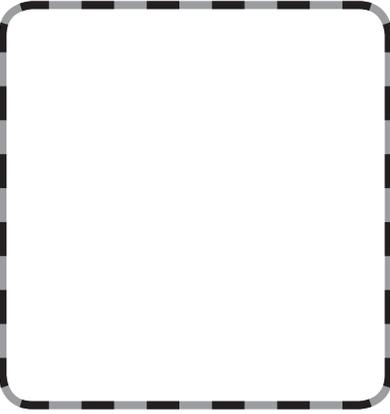
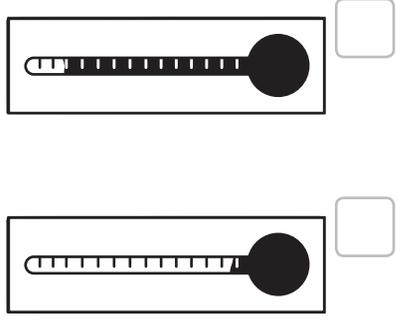
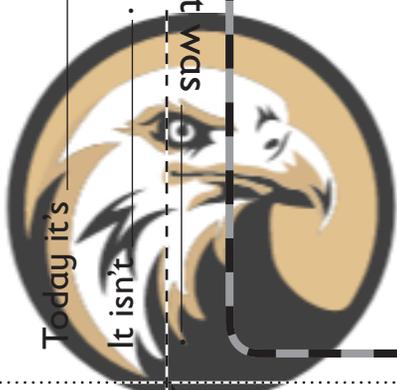
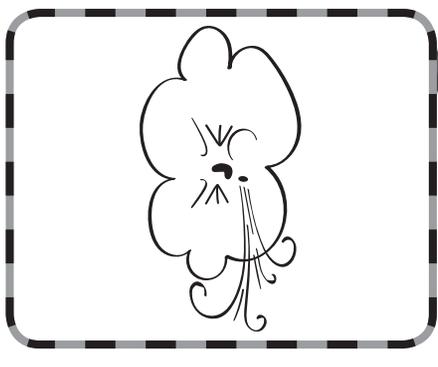
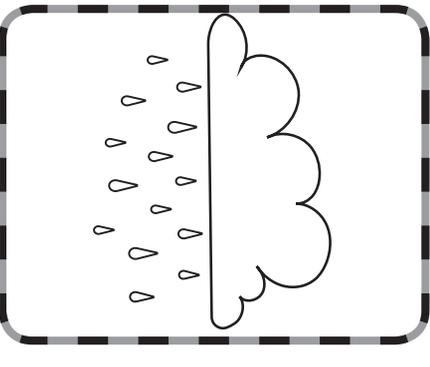
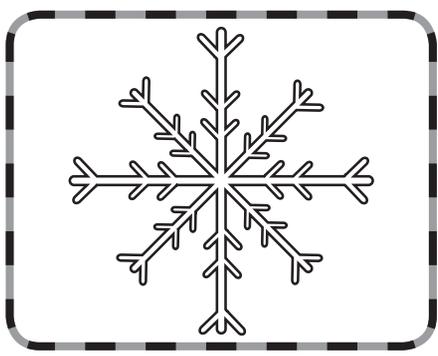
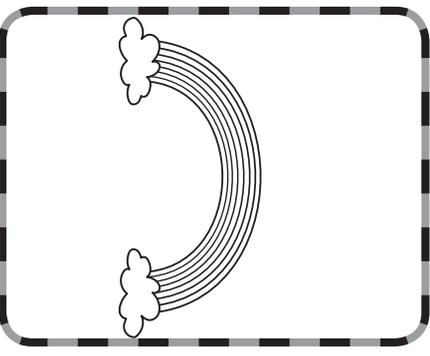
Learners write about the climate and activities where they live. Provide a writing frame:

I live in ...

In winter it ... In winter I ...

In summer it ... In summer I ...

6 Vocabulary 1

<p>(front cover)</p> <h2>My Weather Book</h2> <p>This book belongs to _____</p> 	<p>page 1</p> <p>What's the weather like today?</p> <p>It's _____</p> 
<p>(back cover)</p>  <p>Today it's _____</p> <p>It isn't _____</p> 	<p>page 2</p> <p>What was the weather like yesterday?</p> <p>It was _____</p> 
<p>page 6</p> <p>W is for _____</p> 	<p>page 3</p> <p>R is for _____</p> 
<p>page 5</p> <p>S is for _____</p> 	<p>page 4</p> <p>R is for _____</p> 

★ Grammar 1

Cut out and make spinners. Then ask and answer questions in pairs.

Instructions

Learner A spins the spinners and asks a question with the time and the place.

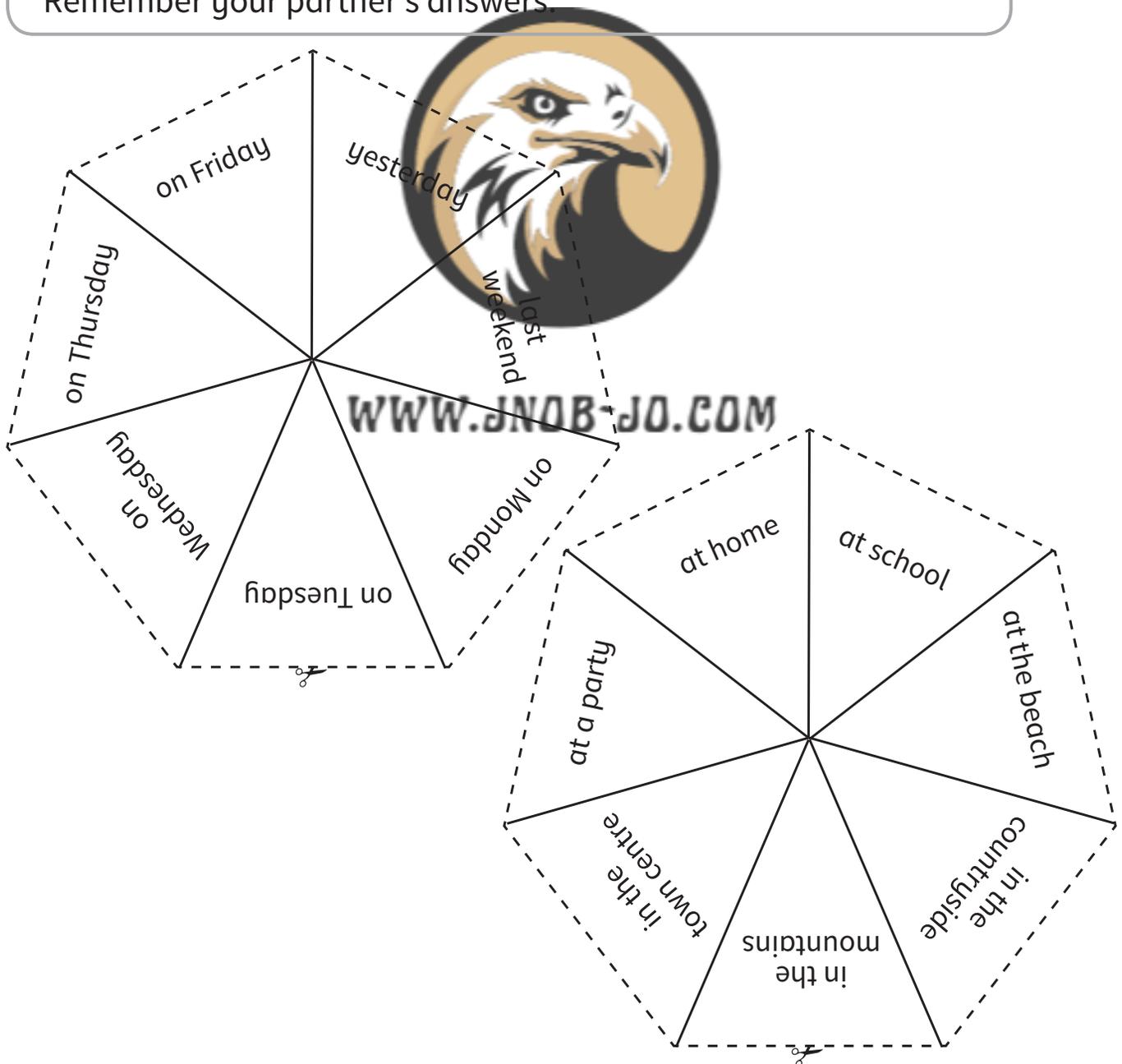
Were you at the beach on Monday?

Learner B answers the question.

Yes, I was. No, I wasn't.

Then Learner B spins the spinners and asks a question.

Remember your partner's answers.



6 Vocabulary 2

1 Circle the correct words.

1



boots / shoes

2



coat / cap

3



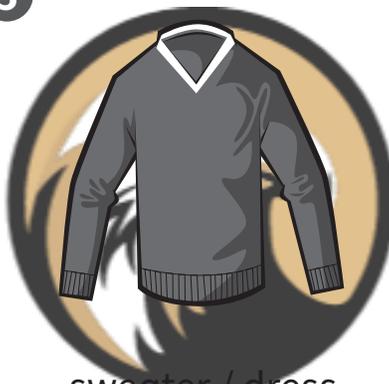
skirt / scarf

4



short / shorts

5



sweater / dress

6



shirt / T-shirt

2 Look and read. Choose the correct word and write.

boots cap coat shoes shorts skirt
socks sunglasses sweater T-shirt

- 1 You put this on when it's cold and you want to go outside. You wear it on top of your other clothes. _____ coat _____
- 2 You wear these on your legs when it's hot. You often wear them to the beach. _____
- 3 You wear these on your feet when it's cold. You must take them off inside. _____
- 4 When it's sunny you must wear these. You put them on your nose in front of your eyes. _____
- 5 You wear this on your head when it's sunny. _____

6 Grammar 2

1 Look at the picture. Read and write *yes* or *no*.



Yesterday afternoon

- 1 There were five children in the park yesterday afternoon. yes
- 2 There was a coat on the grass. _____
- 3 There was a cat near some flowers. _____
- 4 There were some grey clouds. _____
- 5 There was a bag under the coat. _____

2 Read and write.

Yes, there was. Yes, there were.
 No, there wasn't. No, there weren't.

- 1 Was there a rainbow? _____
- 2 Were there any grown-ups in the park? _____
- 3 Was there a rabbit near the flowers? _____
- 4 Were there any birds in the trees? _____

6 Skills 1: Reading

1 Read quickly and choose. Who's the writer?

- 1 a boy at home 2 a girl at school 3 a teacher

Today is Monday. I don't like Mondays! I don't like getting up early and walking to school.  Now I'm at school. I'm in the classroom with my friends. It's after lunch, but we can't play

1) outside because it's raining. The weather is terrible! It's windy and very

2) _____ 

We're 3) _____, but it isn't a good film. It's terrible ! I'm sitting at my 4) _____ and I'm writing. Daisy is singing and dancing. Paul is drawing a picture on the board. It's a big whale. It's very good. I can't draw, but I like writing.

Ben and Andy are naughty. They're 5) _____ on their desks and jumping down onto the floor. Ben is taller than Andy and he can jump better. They're 6) _____ and we're all laughing at them. 

Oh, dear – Mr Allen, our 7) _____ is at the door. He's coming in. He isn't very 8) _____ 

2 Read again, choose the correct words and write.



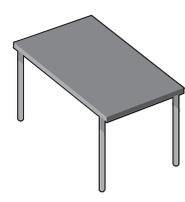
aunt



climbing



cold



desk



funny



happy



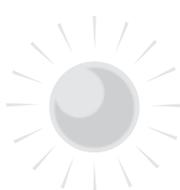
inside



listening to music



outside



sunny



teacher



watching a DVD

6 Skills 2: Writing

1 Write and draw for last week.

Circle a time of day. Write a place. Draw the weather. Draw your face.

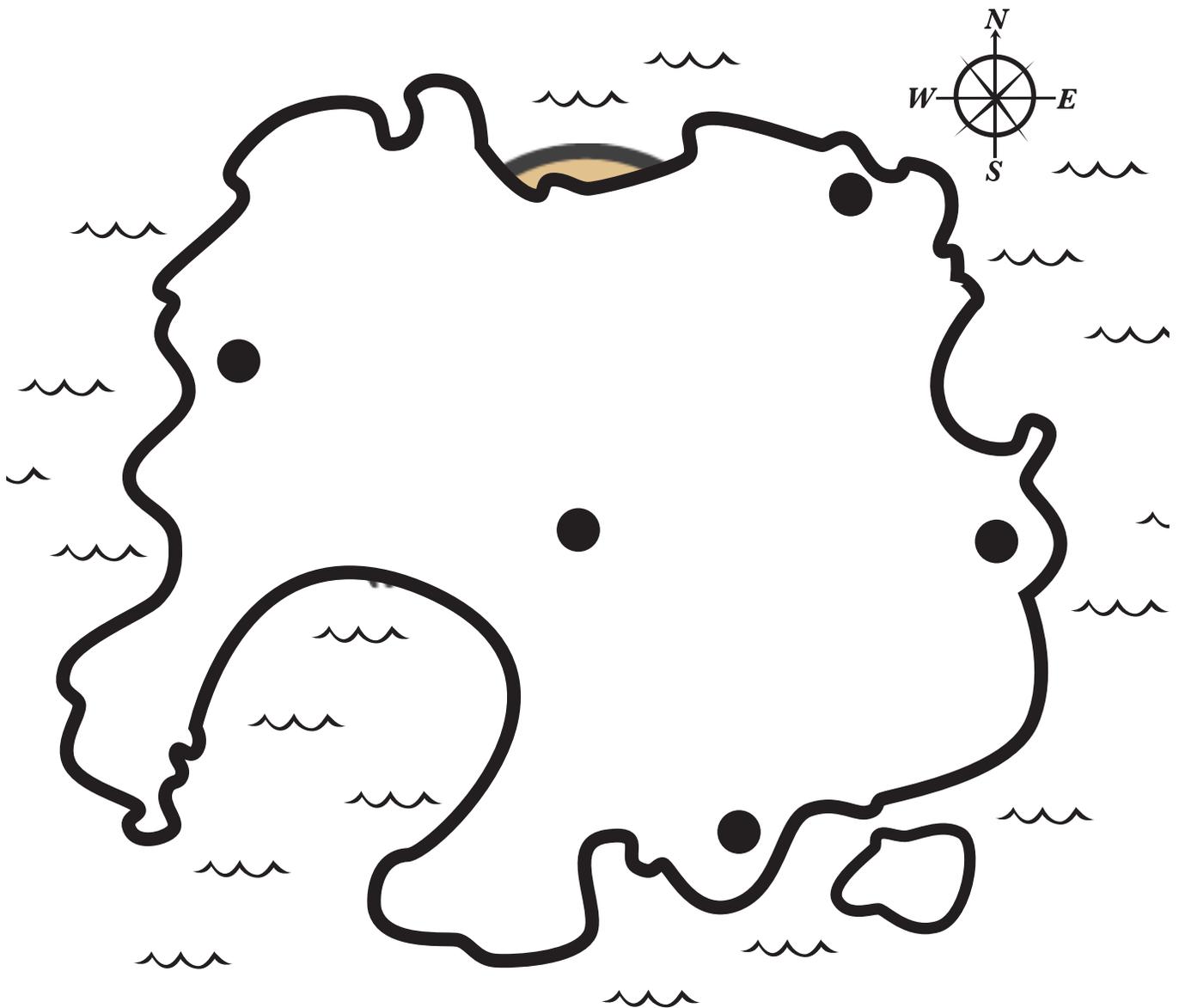
	morning / afternoon / evening		
Monday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tuesday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Wednesday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Thursday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Friday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Saturday	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sunday	<input type="text"/>	<input type="text"/>	<input type="text"/>

2 Write about your week.

On Monday morning I was on the school bus. It was rainy. I was cold.

6 mission Stages 1, 2 and 3

- 1 Make a map of an island.
- 2 Add things to see on your island.
- 3 Create weather symbols for your map.



6 Culture

Life in different climates

1 Listen and say. Then talk about the towns.

- 1 Where are they?
- 2 What's the weather like?
- 3 What do you think the children do in their free time?



Fairbanks, Alaska



Coober Pedy, Australia

2 Read the letters quickly. Check your ideas.

My name's Jack and I live in Fairbanks in Alaska. It's near the North Pole and winters here are long and cold. In winter we don't see the sun for 40 days. I like winter because I ski to school and I do my favourite sport. I go out on a sled and my dogs pull me over the snow. It's called dog mushing. I like summer too. There's no night for 60 days and I play outside with my friends. Fairbanks is a great place to live!

My name's Keziah and I live in Coober Pedy in South Australia. It's a small town in the desert and it's the hottest town in Australia. Most houses in Coober Pedy are underground because it's cooler. In the summer we can't play outside. I go roller skating with my friends in underground tunnels. There are tunnels under the town because of the opal mines. Opals are beautiful blue or green stones. I love my town!

3 Read the letters again. Tick (✓) the place.

		Fairbanks	Coober Pedy
1	It's near the North Pole.	✓	
2	It's in the desert.		
3	There's no sun for many days.		
4	There's no night for many days.		
5	The weather in summer is terrible.		