STUDENT’S BOOK
WORK WITH WORDS The weather

1 RECALL Work in pairs. Write the countries next to the correct continent. Use the map to help you. You have two minutes. (NOTE: Two countries are in two continents.)

<table>
<thead>
<tr>
<th>Australia</th>
<th>Brazil</th>
<th>Chile</th>
<th>Germany</th>
<th>Italy</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>Russia</td>
<td>South Africa</td>
<td>the USA</td>
<td>Turkey</td>
<td></td>
</tr>
</tbody>
</table>

- **AFRICA**
- **ASIA**
- **AUSTRALIA**
- **EUROPE**
- **NORTH AMERICA**
- **SOUTH AMERICA**

2 a 3.01 Match the words to the weather icons. Then listen and check.

- cloudy
- foggy
- raining
- snowing
- sunny
- windy

b 3.02 Match the temperatures to the adjectives. Then listen and check.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>30°C</td>
<td>20°C</td>
<td>10°C</td>
<td>0°C</td>
</tr>
</tbody>
</table>

- cold
- cool
- hot
- warm

3 a Work in pairs. Match words from Exercise 2 to the five places on the world map.

b 3.03 Listen and check or complete your answers. Then listen and repeat the weather words.

c Choose the correct options to complete the sentences.
1. When it's hot and sunny, it's usually a wet / dry day.
2. When it's raining or snowing, it's a wet / dry day.
4. a. PRONOUNCE  
Listen and repeat the /w/ sound in *weather*.

b. Listen and repeat these words.
- warm
- wet
- windy
- snowing
- world
- what
- work
- with
- words

5. THE MOVING PICTURE  
like in each clip?

6. a. SPEAK  
Think about your answers to these questions.
1. What’s the weather like today? Is it normal for this time of the year?
2. What’s your favourite weather? What weather don’t you like?
3. Look at the seasons in the box. Which do you have where you live? What months are they?
   - summer
   - autumn
   - winter
   - spring
   - dry season
   - rainy season

b. Work in pairs. Compare your answers to Exercise 6a.

PHRASE BYTES  
Today it’s …
That’s normal for this month/season.
It’s usually … at this time of the year.
I like/love … weather.
I don’t like/hate it when it’s …

GO BEYOND  
Do the Words & Beyond exercise on page 137.
READING  Memory

SPEAK AND READ

1 a Look at the cartoon. Who or what has the best memory?

b Work in pairs. Can you remember the things in the box?

new English words  people’s birthdays  phone numbers

my first teacher  my homework

my last holiday

2 Do the MEMORY TEST.

3 Now read the explanation for your answers.

MEMORY TEST

HOW GOOD IS YOUR MEMORY? TAKE THIS TEST!

1 Look at this number for five seconds. Close your book. Write it.
   5 3 9 1 6 2 4

2 Look at these letters for five seconds. Close your book. Write them.
   G K L O F X R

EXPLANATION

We have two types of memory. One type is just for now. It’s our ‘working memory’. It can remember about seven things for about 15 seconds. You use it when you put a number in your phone or do a math problem. Questions 1 and 2 test this type of memory. Count your correct answers.

2 correct = good
   1 correct = OK
   0 correct = not so good

3 Where were you at 6pm yesterday?

4 Who was not in your last class?

5 What was the weather like on Saturday morning?

6 What colour was your first school bag?

7 What were the answers to questions 1 and 2? (Don’t look!)

Our other memory can remember things for a long time. It’s our ‘long-term memory’. You use it when you remember words in English or talk to your friends about last weekend. Questions 3–7 test this type of memory. Count your correct answers.

5 correct = wow!
   0–1 correct = not so good

PHRASE bytes

I think the explanation for my answers is right/wrong. Why?

Because my working memory is/isn’t …

Because I can/can’t remember …

4 Can you remember? Answer the questions.

1 How many types of memory have we got?

2 How many things can our ‘working memory’ remember? For how long?

REACT

5 Work in pairs. Do you think the explanation for your answers is right or wrong? Tell your partner.

GO BEYOND

Write two more questions for the test – one for ‘working memory’, the other for ‘long-term memory’. Give them to another student to answer.

Workbook, page 93
**GRAMMAR**  Was/were

Describe things in the past

**READ AND LISTEN  Grammar in context**

1. Read and listen to the conversation. Ian and Ona were at the same place on Sunday. Where?

Ian: Guess where I was at the weekend.
Ona: I don’t know. It was a hot day. Were you at the pool?
Ian: Yes, I was – on Saturday. But I wasn’t there yesterday. I was at our school.
Ona: Really? I was there too. I was in a play.
Ian: I know. I was in the audience. Was it your first play?
Ona: No, it wasn’t.
Ian: Well, you were really good.
Ona: Thanks! Were Jack and Paul there?
Ian: No, they weren’t. They were at the pool both days.

2. Complete the sentences. Use was or were.

- The weather was good.  
- I ___ at home.  
- My best friends ___ on the internet.  
- I ___ happy.  
- My family and I ___ at the cinema.  
- Our English teacher ___ at school.

3. Are the sentences true for you last Saturday afternoon? Circle True or False.

4. Correct the false sentences. Use wasn’t or weren’t.

Last Saturday afternoon …

5. Write questions about when you were six years old. Use was or were.

- What / your first teacher’s name?  
- Who / your best friends?  
- your hair / long or short?  
- How old / your parents?  
- you / an only child?  
- What / your favourite food?

**STUDY**

2. Complete the table. Use Exercise 1 to help you.

<table>
<thead>
<tr>
<th></th>
<th>Now</th>
<th>In the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Positive</td>
<td>I/he/she/it ___ was</td>
<td>I/he/she/it ___ was</td>
</tr>
<tr>
<td></td>
<td>you/we/they ___ was</td>
<td>you/we/they ___ weren’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>you at the pool?</td>
<td>Yes, I was.</td>
</tr>
<tr>
<td>your first play?</td>
<td>No, it ___ wasn’t</td>
</tr>
<tr>
<td>Jack and Paul</td>
<td>No, they ___ weren’t</td>
</tr>
</tbody>
</table>

3. Time expressions

yesterday, at the weekend, on Saturday, last Sunday/weekend/week

See **GRAMMAR DATABASE**, page 127.

**SPEAK**

LISTENING AND VOCABULARY  A great day out

WORK WITH WORDS  The country

1  a  Work in pairs. Match the country words in the box to the things in the photos.

- beach
- island
- mountain
- river
- sea
- sky
- town
- tree
- village
- wood

b  Listen and check or complete your answers.

c  Listen and repeat the country words.

2  Work in pairs. Student A: choose a word from Exercise 1a and say two words or names to describe it. Student B: say the word from Exercise 1a. Then swap roles.

Blue, cloudy.  Is it the sky?  Yes.  No. Try again.

LISTEN

4  Isla’s describing her weekend. Read the LISTENING TIP. Then listen. Which two photos above are from her weekend?

LISTENING TIP
Listen first for the general idea. Don’t try and understand everything.

5  Listen again. Complete Isla’s message. Write one, two or three words in the spaces.

Hi Xenia! I’m back home again after camping in the (1) (I prefer the (2) but Mum doesn’t like it.) We arrived on (3) evening. The weather was (4) on Saturday morning, but terrible in the afternoon. We went to a town. It was great – dinner in a (5) , a film at the cinema and I got a new (6) !

See you at school, Isla

REACT

6  Work in pairs. Do you prefer the beach or the mountains? Why?
PRACTISE

5 (3.11) Complete the conversation with the past simple form of the regular verbs. Then listen and check your answers.

Tony: How was your day off school?
Ben: Not good.
Tony: Why?
Ben: Well, I’ve got exams this week so I stayed at home in the morning and I (1) _____________ (study). I (2) _____________ (chat) with Will on the internet, but only because I (3) _____________ (need) some help.
In the afternoon Lewis and I (5) _____________ (play) a game online. I (6) _____________ (like) that. But then we (7) _____________ (visit) my cousins. They’re really young and it was boring. When we (8) _____________ (arrive) home, it was time for bed!

6 Write the past simple of the regular and irregular verbs. Then complete the rest of the information about your great day out.

**MY GREAT DAY OUT**

1 I _____________ (go) to the beach.
2 I _____________ (travel) there by (transport).
3 _____________ (people) came with me.
4 The weather _____________ (be).
5 We _____________ (have) _____________ (food) for lunch and _____________ (food) for dinner.
6 I _____________ (take) photos of (person/thing/place).
7 I _____________ (see) _____________ (person/thing/place).
8 I _____________ (buy) _____________ (souvenir/postcard/snack).

STUDY

2 Complete the examples from Exercise 1.

**Past simple**

✓ Positive

Regular verbs

rain > It _____________ (rain) all day.
hate > He _____________ it!
stop > It _____________ (stop) in the afternoon.
try > We _____________ everything.

See **GRAMMAR DATABASE**, page 127.

3 Find the past simple of the irregular verbs in Exercise 1.

1 buy _____________
2 come _____________
3 go _____________
4 _____________ (pronounce) Listen and repeat the past simple verbs in exercises 2 and 3.

Workbook, page 98
It's the morning break at school. Lucy, Mo and Jake want to buy some food. Work in pairs and answer the questions.

1. How much is it?
2. Can they buy it with their money?
3. How much is the change (= money back)?

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DO

2 Work in pairs. You go to a shop. Put the money tips in the best order, from 1 to 5. Compare your answers.

- Check your change.
- Not enough money? Choose again.
- Do the maths. How much do you need?

3. a You're at Lucy, Mo and Jake's school. You've got €1.50 for a morning snack and €3.50 for lunch. Answer the questions.
   1. What do you want for your snack and for lunch?
   2. How much do you need?
   3. How much change do you get?

   b Work in pairs. Tell your partner your decisions. Check your partner's maths.

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REFLECT

4 Talk about the questions. Then read the Reflection Point.

1. When do you need to buy things?
2. Do you always follow the tips in Exercise 2? Why? Why not?
3. Why is it important to follow these tips?

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EXTEND

5 Work in pairs. You have €10 each and want to buy a birthday present for a friend.

- Do you want to buy two smaller presents or one big one with €20?

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Workbook, page 101
SPEAKING How are things?

Ask how people are

SPEAK

1. Work in pairs. Look at the photos. How do you think the people feel – good or bad?

WATCH OR LISTEN

2. Watch or listen to the scenes. Check your answers to Exercise 1.

Becca: Hi, Kent.
Kent: Hi, Becca. (1)
Becca: I’m fine. How are you?
Kent: Not too bad.

Felix: Hello, Rico. (2)
Rico: I’m fine, thanks. And you?
Felix: I’m very well, thank you.

Poppy: Hi, Jiya.
Jiya: Hello, Poppy. (3)
Poppy: Good. (4)
Jiya: Not too good.
Poppy: Really? Why’s that?
Jiya: I don’t feel very well.
Poppy: Why don’t you go home?
Jiya: Yeah, good idea.

3. Try and complete the conversations with the questions in the box. Then watch or listen again and check your answers.

And you? How’s it going? How are you?

4. Read the explanation. Then look at the conversations in Exercise 2 and answer the questions.

BE POLITE

Use polite language when:
you don’t know somebody well.
it's a formal situation.

1. In which conversation do the people use polite language? How do you know?
2. What polite questions do they use? Can you use these questions with everybody?
3. Which questions can you only use with friends?

5. Listen and repeat the questions and answers.

ACT


- Prepare two scenes at school: one scene with two friends, the other with a student and a teacher.
- In the scenes the people say hello and ask how the other person is.
- Practise your scenes. Then present them to other students.

Workbook, page 99
**WRITE AND CHECK**

6 Write your postcard. Then check it. Tick (✓) the things in the plan.

**SHARE**

7 Swap your postcard with other students. Which trip sounds the most enjoyable? Why?
VOCABULARY  The weather

1 Complete the weather words.

**WEATHER ALERTS**

- 9am: It's (1) **h** and (2) **s** and a very (3) **d** morning.
- 1pm: It's (4) **w** but it's also (5) **c** and a little (6) **w**.
- 5pm: It's (7) **c** and (8) **f** and it's (9) **s** too.
- 9pm: It's (10) **c** and it's (11) **r**. Prepare for a (12) **w** night.

The country

2 Match the words in the box to the things in the picture.

- beach
- island
- mountain
- river
- sea
- sky
- town
- tree
- village
- wood

GRAMMAR  Was/were

3 Complete the TV interview with was/wasn’t and were/weren’t.

**Presenter:** I’m talking to Judy Murray about the bad weather yesterday, Judy, (1) **it** bad when you started walking?

**Judy:** No, it (2) **was**.

**Presenter:** (3) **Were** you prepared for bad weather?

**Judy:** No, we (4) **were**. And it changed very fast.

**Presenter:** What (5) **was** the weather like?

**Judy:** Terrible. We (6) **were** frightened.

**Presenter:** Judy, thanks for talking to us.

Past simple

4 Complete the news story with the past simple form of the verbs.

Judy Murray and her family (1) **started** walking at 10am in good weather. They (2) **bought** sandwiches in a local shop, and at 1pm they (3) **stopped** walking and they (4) **had** lunch high up in the mountains. That’s when the snow (5) **came**. At 5pm Judy (6) **phoned** the police for help. Two teams of police officers (7) **went** to find them. It was 9pm when they finally (8) **took** the family back home.

SKILLS CHECK

Yes, I can. No problem!
Yes, I can. But I need a bit of help.
Yes, I can. But I need a lot of help.

I can read and do a test.
I can listen to a description of a day out.
I can be careful with money.
I can ask how people are.
I can write a postcard.

Workbook, pages 102–103