

# UNIT 5

## Overview

### TOPICS

- Clock time
- Actions
- Shopping
- Clothes
- Colors
- Seasons
- Weather

### COMMUNICATION SKILLS

#### Listening and Speaking

- Telling and asking for time
- Asking about and describing actions
- Asking for and describing clothes
- Offering help
- Accepting or declining an offer of help
- Asking about the weather
- Describing the weather
- Understanding weather reports
- Describing the different seasons

### GRAMMAR

- Present continuous: verb + *-ing*
- *Yes/No* questions and short answers (recycle)
- Information (*wh-*) questions
- Plurals of nouns

#### Reading and Writing

- Reading about the seasons
- Reading about color preferences and personalities
- Writing a postcard
- Writing about ongoing actions

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, speaking

##### **Thinking Skills**

Knowing how to learn

Seeing things in the mind's eye

##### **Personal Qualities**

Sociability—demonstrates understanding, friendliness, adaptability and politeness in group settings

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Uses computers to process information

##### **Interpersonal**

Participates as a member of a team

Contributes to group efforts

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

0.1.4 Identify or use appropriate language in general social situations

0.2.1 Respond appropriately to common personal information questions

#### **1 Consumer Economics**

1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services

#### **2 Community Resources**

2.3.3 Interpret information about weather conditions

\* See Introduction, page viii, for additional information on SCANS and CASAS.

# Lesson 1

## WARM UP

- Ask the class a few *either/or* questions about your present actions. Make sure you use broad gestures to communicate these actions clearly. Have the students answer in simple declarative sentences. For example:

**Teacher:** Am I sitting or standing?

**Students:** *You are standing.*

**Teacher:** Am I speaking or am I running?

**Students:** *You are speaking.*

**Teacher:** Am I charming a rattlesnake or am I teaching an English class?

**Students:** *You are teaching.*

- Have volunteers pose their own *either/or* questions about the present activities of their classmates. *Am I speaking or am I singing? Is Estelle coming late or is she missing class?*
- Call on other students to answer these questions in turn.

## PRESENTATION

### *I'm running late.*

- **Set the stage.** Tell the students to look at the picture and ask them what is going on (*Yumiko and Lynn are having a housewarming party in their new apartment*). Elicit descriptions of the scene and write any new vocabulary on the board.
- **Personalize the situation.** Elicit from students what they like to do at a party. Write their ideas on the board: *listen to music, dance, meet new people, talk to friends*, etc.
- **Focus on selected items.** On the board, write any words from the conversation that you think might be new to students. Explain these words by showing pictures from the Student Book. Pantomime actions if necessary.
- **Set the listening task.** Write the chart below on the board, but do not add the check marks yet. Tell the students to check (✓) what each person

is doing at the party. Play the cassette or read the conversation.

- **Check listening task.** Call on individual students to fill out the chart on the board. If there is any disagreement, play the cassette again for students to verify their answers.
- **Play or read the conversation aloud with pauses after each line.** Have the students listen and repeat each line. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students practice the conversation. Each student reads one part aloud and then switches roles. Encourage them to use the “read and look up” technique. Call on individual pairs to act out the conversation for the class.

Names	Dancing	Watching a soccer match	Talking	Making sandwiches
Gina	✓			
Ivan	✓			
Oscar		✓		
Nelson			✓	
Mrs. Brennan			✓	
Yumiko				✓

## 1 The Time

► *Listening* ► *Reading*

- Set up new pairs. Have the students listen to the cassette and read the times aloud one at a time. Explain the task: students will draw the clock hands in their books to indicate the correct time.
- Have each pair compare its answers with another pair. Then call on several students to draw the answers on the board to verify the answers for the class.

## 2 Ask and tell the time.

► *Listening* ► *Speaking* ► *Reading*

- With a student, read the model conversations aloud.
- Then set up pairs and have them ask and answer questions about the time on the three clock faces. Make sure the students alternate who begins the exchange. Tell the students to use the model in the book.
- Circulate to monitor progress and help students tell time accurately.

### Answers

1. **A:** What time is it?  
**B:** It's ten o'clock.
2. **A:** What time is it?  
**B:** It's two-twenty.
3. **A:** What time is it?  
**B:** It's four-thirty.

**Additional Activity** See *Unit 5 Appendix*.

## 3 Hear it. Say it.

► *Listening* ► *Speaking*

### Word Stress

- Tell the students that they will practice pronunciation of pairs of numbers. Explain that the capitalized syllables indicate *stressed syllables*. Stresses are pronounced with greater intensity and duration than unstressed syllables. Explain that stresses are important in distinguishing between pairs of similar-sounding numbers, such as *thirteen* and *thirty*, *sixteen* and *sixty*.
- In simple terms, explain to the students that English is a language of unpredictable stress patterns. The only way to learn is through practice. Listening to the pronunciation of native speakers is crucial.
- Say the numbers yourself, accentuating natural stress patterns. Have the students listen.
- Play the cassette and have the students repeat each pair of words. Make sure that they are stressing the correct syllable within each word. Correct intonation as necessary.
- Have the students say the numbers again, chorally and individually.

## 4 What's the Bonilla family doing?

► **Listening** ► **Reading**

- Ask the students what they see in the picture (*a family party*). Have them predict what they will learn about in this exercise.
- Tell the students that they will listen to Tommy Bonilla talk about his family. Play the cassette or read the tapescript aloud. As they listen, have the students label each family member in the illustration.
- Ask the students to tell you what each member of the Bonilla family is doing. List the names of Tommy's relatives on the board in chart form:

Fred	Tommy's father
Juana	Tommy's mother
Elsa	Tommy's grandmother
Tomas	Tommy's grandfather
Teresa	Tommy's sister

- Go over the vocabulary words for each person's activities. List phrases on the board: *holding a plate, bringing out the catsup, setting the table, playing catch, cooking hamburgers, having a barbecue*.
- Have the students choose four members of Tommy's family and fill in the chart about their activities. Ask the students to make up any activities they like to fill in the **What they're not doing** column.

- Model the first entry on the board: *Fred playing catch not cooking a burger*.
- Have the students fill in the chart individually, then check answers in pairs. Call on different students to read aloud their answers from the **What they're not doing** column.

### Answers

Fred	playing catch	<i>answers will vary</i>
Juana	setting the table	<i>answers will vary</i>
Elsa	bringing out the catsup	<i>answers will vary</i>
Tomas	cooking burgers	<i>answers will vary</i>
Teresa	playing catch	<i>answers will vary</i>

### Expansion

- Tell the students to write down what they think a member of their family or a friend is doing right now. Give them a few minutes, then call on students to read their sentences.

**S1:** My father is working.

**S2:** My mother is cooking.

**S3:** My son is doing his homework.

## 5 Are Mr. Bonilla and his daughter playing tennis?

► **Listening** ► **Speaking** ► **Reading**

- Have two pairs read the model exchanges aloud. Call the students' attention to the short answer format. Write models on the board.
- Have the students work in pairs, asking and answering the *yes/no* questions about the Bonilla family. They can also make up questions of their own. Make sure that students take turns asking and answering.

- Circulate to monitor progress and help students with short answer forms.

### Answers

- |                     |                   |
|---------------------|-------------------|
| 1. No, they're not. | 5. Yes, they are. |
| 2. Yes, they are.   | 6. Yes, it is.    |
| 3. No, she's not.   | 7. Yes, I am.     |
| 4. Yes, he is.      |                   |

**WORKBOOK** In class or for homework, assign Workbook Lesson 1.

# Lesson 2

## WARM UP

- Post large pieces of colored construction paper on the bulletin board in your classroom. Make sure you represent as many of the common colors as possible: blue, red, green, yellow, brown, black, and purple. Have the students guess the names of the colors. Label them in large letters with a thick marker.
- Go around the room, pointing at different articles of clothing that your students are wearing. Say the name for each, and have the students repeat: *a jacket, jeans, a sweater, a shirt, a dress, a skirt, sneakers, boots*, etc. Then point to the same clothes and say what color it is: *a purple jacket, blue jeans, a black sweater, a white shirt, a pink dress, a red skirt, white sneakers, brown boots*, etc.
- Have the students walk around the room, taking note of what their classmates are wearing. Then ask the students to write five sentences in their notebooks to describe what individual classmates are wearing. On the board, write several model sentences and have the students copy them:
  - Carlos is wearing a blue sweater.
  - Keiko is wearing a black dress.
  - Pyotr is wearing a brown jacket.
- Then call on five students to write two of their sentences on the board. Have them read the sentences aloud. Have volunteers correct spelling or grammar mistakes, as needed.

## PRESENTATION

### *He's wearing a green shirt.*

- **Set the stage.** Read the lesson title aloud. Have students look at the picture. Elicit descriptions of the scene and write new vocabulary on the board. Ask them to make predictions about the topic of the lesson (*what people are wearing*).
- **Personalize the situation.** On the board, write:

My favorite color is \_\_\_\_\_.

Have several students name their favorite color. You can show the class a spectrum of the seven main colors, then have students point to their favorite color on the spectrum.
- **Focus on selected items.** Go over the vocabulary for clothing and colors by pointing out what students are wearing. Have a student come to the front. Point to the student's clothes as you say the names of each article of clothing. Write new vocabulary on the board.


Continue by asking a second student to come to the front of the class. This time ask the other students to tell you what the student is wearing.
- **Set the listening task.** On the board, write the following questions:
  - What is Lynn's cousin Ken wearing?
  - What's Lynn's Aunt Jialing wearing?
- Tell the students to listen and write down their answers in their notebooks. Play the cassette or read the conversation aloud.
- **Check the listening task.** Have volunteers provide oral answers to the questions. Have the class verify answers by raising their hands to offer corrections.
- **Play or read the rest of the conversation.** Have the students identify and label Susana, Jialing, Ken, and Roberto. Call on volunteers to say what the characters are saying.
- **Engage students in pair work.** Have the students practice reading the conversation. Each student reads one part and then switches roles. Encourage the students to use the "read and look up" technique. Then call on several pairs to act out the conversation for the class.
- **Circulate and monitor progress.** As they practice reading the conversation, help students with pronunciation and intonation.

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**1 Word Bag: Clothes and Colors** ▶ *Listening* ▶ *Speaking* ▶ *Reading*

- Have the students look at the pictures. Present the vocabulary by reading the labels. Play the cassette or say the words. Have the students listen to the pronunciation and repeat.
- Repeat the words in random order and have the students point to the pictures in their books.

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**2 Excuse me. I'm looking for a green dress.** ▶ *Listening* ▶ *Speaking* ▶ *Reading* ▶ *Writing*

- With a student, read the model conversations for the class. Then play the cassette or read the conversations aloud.
- Call on several volunteers to act out the model conversations for the class.
- Have the students pick a partner and practice the conversations in pairs. Have the partners discuss and make a shopping list of six clothing items they would like to buy. Have the students write the lists in their notebooks. Model how this can be done. On the board, write your own shopping list for new clothes.
- Circulate to monitor progress and offer help as needed. Make sure the students use singular and plural nouns correctly in their lists.

### 3 Find the person.

► **Listening** ► **Reading** ► **Writing**

- Tell the students that there are two parts to the answers in this exercise. First, they have to locate each of the characters described and write his/her name in the blank. Second, they have to write what each character is doing as shown in the picture on page 52 in the Student Book.
- Model the first example. Read the clue aloud: *She's wearing a purple shirt and a white skirt.* Then ask: *Who is she?* Have the students call out the name *Yumiko*. Then ask: *What is she doing?* Have the students tell you: *She is talking to Gina.* Make sure the students use the present continuous tense correctly. Write several model sentences on the board.
- Have the students work in pairs. Then have pairs compare answers by reading their sentences aloud.
- Finally, call on volunteers to write the answers on the board. Have the class revise any mistakes by raising their hands and offering corrections.
- Now call the students' attention to the chart in the student book. (You may wish to project the chart using an OHP.) Explain how nouns are pluralized in English by reading aloud the instructions in the chart. Answer any questions students may have.
- Play the cassette or read the chart aloud. Have the students listen to the rules. Then see if the students can think of additional nouns for each category. Have them share these with the class.
- Play the cassette for the students to verify pronunciation. Then say the nouns again and have the students listen and repeat the words after you.
- Finally, have the students practice saying the words chorally and individually. Correct their pronunciation as necessary.

#### Expansion

- Have each student look at his or her partner's clothes and write a one-sentence description of what the partner is wearing.

#### Answers

1. Yumiko. She's talking to Gina.
2. Jialing. She's talking to Nelson.
3. Roberto. He's choosing a CD.
4. Gina. She's talking to Yumiko.
5. Silvio. He's eating.
6. Ken. He's talking to Susana.

## 4 What's your favorite color?

► **Speaking** ► **Reading** ► **Writing**

- Have the students read the instructions. Teach the students what the words *psychologist* and *personality* mean.
- Explain the vocabulary for personality traits. On the board, write the words and phrases that may be unfamiliar: *active, quiet, calm, interested, good impression, shy, and serious*.
- Personalize the exercise by having several students raise their hands and volunteer which words seem to apply to their own personalities. Students should make up sentences about themselves and share these orally. For example:
  - I am serious, and sometimes I am shy.
  - I am not very serious. I like to make jokes.
  - I like to make a good impression when I meet someone.
- On the board, write **What's your favorite color?** Have students choose a favorite from the list of eight colors in their books.
- Divide the students into groups. Have the students ask their group members to name their favorite colors. Have them write the group members' names in the appropriate column of the charts in their books. They may also add their own names to the chart.
- After the students complete the chart, have them circulate within the classroom, searching for classmates who share their own favorite colors.
- Have those who like the same color form groups and evaluate what some psychologists say about colors and personality traits. Ask them to determine whether they agree with these psychologists.
- Have the students work individually and write a brief answer to the question, using the space on page 55 in the Student Book.
- Have individual students share their opinions with the class by reading their ideas aloud. Encourage the students to give reasons to support their opinions.

**WORKBOOK** In class or for homework, assign Workbook Lesson 2.

# Lesson 3

## WARM UP

- Ask the students: *What is today's weather like?* Solicit answers and list any new vocabulary words on the board. Have the students raise their hands to volunteer additional words about weather conditions. Add these words to the list on the board. Make sure that the class understands all the weather vocabulary you have written on the board.
- Write the format of a general statement about today's weather. Have students fill in any

appropriate words from your list in the sentence blank.

It's \_\_\_\_\_ today. (*sunny, rainy, cold, snowing, etc.*)

- Ask the students *yes/no* questions about how their clothing relates to the weather today. Have the students give short answers. For example:

It's raining. Noriko, do you have your raincoat? (*Yes, I do.*)

## PRESENTATION

### *The Four Seasons*

- **Set the stage.** Read the title. Elicit descriptions of the pictures and write the vocabulary on the board. Ask the students to make predictions about the content of the lesson (*weather and the seasons*).

- **Personalize the situation.** On the board, write the following questions:

What's the weather like in your city or country?

How many seasons are there?

Ask the students to raise their hands and share their answers.

- **Focus on selected items.** Explain specific vocabulary or phrases that might affect students' overall understanding of the paragraphs. Teach students to generalize, using the words *often* and *sometimes*. Make sure the students understand the distinction. Give examples:

Often it's cold in the winter. Sometimes it snows in New York.

Have the students make up sentences about frequent and infrequent weather conditions and share them orally.

- **Set the listening task.** Ask the students to read the questions about the seasons. Tell the students to answer the questions after they listen to the cassette. Have them generalize about the

weather, using the words *often* and *sometimes*. Play the cassette or read the tapescript.

- **Check the listening task.** Have the students work individually as they write the answers to the questions. Then have them check their answers with a partner.

### Answers

*NOTE: Answers will vary according to local weather conditions.*

1. Four
2. Winter, spring, summer, fall
3. Often it's cold. Sometimes it's snowy.
4. Often it's warm. Sometimes it's rainy. Sometimes it's sunny and fair.
5. Often it's hot and sunny.
6. Often it's cloudy and cool. Sometimes it's sunny and fair.

- **Play or read the paragraphs aloud with pauses after each line.** Have the students listen and repeat after you. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have pairs read the paragraphs aloud. Help them with correct pronunciation and intonation.

## 1 We need clothes for every season.

► *Listening* ► *Speaking* ► *Reading* ► *Writing*

- Have the students look at the pictures. Read the names of clothing items twice or play the cassette. Have the students repeat the words during the second reading while looking at the pictures. Correct pronunciation as needed.
- Assign each student a partner. Have pairs look at the pictures. Explain that some items may belong to more than one seasonal category. Model the activity. Write the chart on the board and list one or two clothing items under an appropriate heading.
- Have pairs do the exercise, then compare their lists. Ask volunteers to come to the board and write their answers in the chart.

### Answers

**Note:** Lists will vary.

**Spring:** jeans, raincoat, jogging suit, tank top, windbreaker

**Summer:** tank top, bathing suit, shorts, jeans

**Fall:** sweat shirt, raincoat, windbreaker, tights, sweater, jacket, jeans

**Winter:** Sweat shirt, parka, overcoat, tights, sweater, down jacket, ear muffs, gloves, jeans

## 2 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

### 3 Information Gap Activity, pages 127 and 128.

► **Listening** ► **Speaking**

- Explain to the students that the purpose of a weather map is to show the weather conditions in various regions of the country. Explain what a region is by indicating regions on the map: *California and Oregon are in the West. Connecticut and New York are in the East.*
- Put students into pairs. Have Student A look at page 127, and Student B look at page 128. Remind the students not to look at each other's books. Have the students look at the key on the bottom of the page. Make sure they understand the symbols. Call students' attention to the Useful Language feature for correct question formats.
- Explain that each student has a weather map with weather conditions marked for several different regions. Tell the students that they have to find out the weather conditions for the remaining regions by asking their partner questions. When their partner answers, they should add the appropriate symbols to their maps.
- When pairs have completed their maps, have them compare their pages.

**Additional Activity** See Unit 5 Appendix.

### 4 Wrap Up

► **Reading** ► **Writing**

- Ask the students to raise their hands if they have ever sent a letter to a friend in another country. Have the students tell why they sent their letter (*to stay in touch with a friend, to describe a vacation*).
- Read Gina's letter aloud. Explain that Gina is far from her home in Italy, and she wants to tell Mario a little about her life in the United States.
- Have the students describe what Gina is writing about (*seasons and the weather in the U.S.*). Tell the students that they are going to write to a friend or family member. Have them use Gina's letter as a model and write and address their own letters.
- Make sure they understand the vocabulary and structures. Explain conventions such as placement of the date, greeting, and addresses. Draw a letter and envelope on the board and have students dictate where one places an address, stamp, greeting, and signature.
- Have the students read their letters aloud in small groups.

### STRATEGIES FOR SUCCESS

- See Units 1 and 2 for your introduction. Briefly explain the previous strategies to the students.
- Offer suggestions on composing and addressing a letter to a friend. If possible, bring in a letter of your own to share and read an interesting excerpt aloud to the class.
- Explain how one goes over a letter before sending it to search for missing words, spelling and grammar mistakes, etc. Model how you would edit and revise your own letter before mailing it.
- Have the students write a personal letter for homework. Tell them to bring in their letters to class, and have them share in small groups by reading all or part of their letters aloud.
- Recycling strategies: Review all the strategies the students have practiced thus far. List the strategies on the board, then ask the students to give brief explanations of how they utilized each strategy. Have the students pick one strategy and practice it again.

**WORKBOOK** In class or for homework, assign Workbook Lesson 3.

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## CHECKPOINT

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*The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.*

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

## GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

# Appendix

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## ADDITIONAL ACTIVITIES

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### Lesson 1, Exercise 2 (p. 50)

#### *Cooperation*

- Have students read the *Did you know that . . .* feature aloud. Point out that people in the United States tend to take a collaborative attitude toward many things. For example, guests at a party often help the host with preparation and clean up. Have the students brainstorm other instances of collaboration and teamwork in U.S. society.
- For advanced students, do the following activity. Have the students work in groups of three or four. Tell them to write a short conversation about a situation where cooperation is the key to solving a problem. You may wish to suggest the following situations or ask the

students to come up with their own. Introduce or pantomime any unfamiliar vocabulary.

#### **Possible situations**

You are police detectives trying to trap a murderer.

You are chefs in a fancy restaurant preparing a dinner for the President.

You are lifeguards trying to save a small child from drowning.

- Then call on different groups to role-play their situation for the class.

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### Lesson 3, Exercise 3 (p. 58)

#### *Weather Here and There*

- This activity is for students to do at home. Teach them to read the weather report in the newspaper. Have them pick up a copy of an English-language paper and make notes about the weather conditions in different locations.
- Tell the students to bring this information with them to the next class and be prepared to discuss it.

# WORKBOOK ANSWER KEY Lesson 1, pp. 33–36

## Exercise 1

Wording will vary.

1. Kate (She) is baby-sitting.
2. correct
3. Susie (She) is climbing (on the chair).
4. Andy (He) is dancing (on the table).
5. Gabriel and Jack (They) are playing (with the dog).
6. The cat (It) is standing (next to the table).

## Exercise 2

Answers will vary.

## Exercise 3

Wording will vary.

1. A: What's Giselle doing?  
B: She's watching TV.
2. A: What's Howard doing?  
B: He's taking pictures.
3. A: What are Ursula and Cindy doing?  
B: They're shopping.
4. A: What's Mr. Gonzalez doing?  
B: He's teaching.
5. A: What are Akiko and Jason doing?  
B: They're reading the newspaper.
6. A: What are Lauren and Liz doing?  
B: They're playing the guitar.

## Exercise 4

1. isn't working
2. aren't making
3. isn't playing
4. isn't watching
5. aren't doing
6. isn't dancing

## Exercise 5

1. I
2. am
3. Are
4. making
5. Is
6. helping
7. Are
8. watching
- 9–10. they're not *or* they aren't
11. Are
12. having
13. Are
14. working
15. Is
16. correcting
17. she
18. isn't

# WORKBOOK ANSWER KEY Lesson 2, pp. 37-38

## Exercise 1

Bobby's mother is talking to the woman behind the watch counter. She is carrying a black bag.

## Exercise 2

Wording will vary. Sample answers:

Clerk: What's your son wearing?

Clerk: Is he carrying anything?

Clerk: What color is his hair?

Bobby's mother: *He's wearing jeans, a T-shirt, and a baseball cap.*

Bobby's mother: *Yes, he's carrying a book about baseball.*

Bobby's mother: *His hair is black.*

Clerk: I think I see him!

## Exercise 3

Wording will vary. Sample answers:

1. Claudia is wearing a scarf, a short skirt, and a white blouse.

2. Gianni is wearing a tie, a dark shirt, and pants. He has black shoes.

3. Mona is wearing a shirt/sweater, black pants, and a hat.

## Exercise 4

### Across

1. brown
2. orange
5. pink
6. red
7. blue
8. white

### Down

1. black
3. green
4. yellow
5. purple

# WORKBOOK ANSWER KEY Lesson 3, pp. 39-40

## Exercise 1

Answers will vary. Sample answers:

1. It's snowy and cold.
2. It's hot and sunny.
3. It's cloudy and windy.
4. It's cool and rainy.

## Exercise 2

1. c.
2. d.
3. e.
4. a.
5. b.

## Exercise 3

Answers will vary. Sample answers:

1. It's cloudy and cool.
2. It's windy and cool.
3. It's sunny and warm.
4. It's rainy and warm.
5. It's snowy and cold.
6. It's cloudy and cold.

## Exercise 4

Answers will vary.

1. cold/snowy
- 2-3. sweaters, coats, etc.
4. snow
- 5-6. sunny/warm
- 7-8. shorts, T-shirts, etc.
9. good (Answers will vary.)