

## Topics: Weather by Adrian Tennant

**LEVEL:** Pre-intermediate  
**AGE:** Teenagers / Adults  
**TIME NEEDED:** 90 minutes + project  
**LANGUAGE FOCUS:** Quantifiers and intensifiers, understanding vocabulary in context, collocations

### LEAD-IN

Put students in pairs and ask them to look at the pictures and match the words to them. Make sure they know there is one extra picture. Check answers as a class.

**Key** \_\_\_\_\_  
*B. forest fire; C. flood; D. hurricane; E. snow storm. Picture A has no matching word – it shows the after effects of an earthquake.*

### READING 1: HEADLINES

Ask students to read the headlines and, in pairs, discuss what they think happened in each of the situations. Elicit ideas from students as a whole class discussion.

### READING 2: NEWS IN BRIEF

Ask students to read through the stories and match the headlines from the Reading 1: Headlines exercise, and the pictures from the Lead-in exercise, to the correct one. Explain that one of the pictures does not accurately match the story and ask them to identify it. Tell them they don't need to understand every word (you could give them a short time limit, e.g. three minutes). Get students to check their answers in pairs before checking as a class.

**Key a** \_\_\_\_\_  
 1. *Snow keeps people home: picture E*  
 2. *Shakes wake up the north west: picture A (although this is not an accurate match as the headline refers to a minor earthquake)*  
 3. *Clean-up after storm: picture D*  
 4. *Fires sweep across southern Europe: picture B*  
 5. *Rain doesn't stop: picture C*

Next, ask students to read the five comprehension questions and answer each one. Monitor and help where necessary before checking as a class.

**Key b** \_\_\_\_\_  
 1. *Portugal, Spain and (southern) France; 2. almost three weeks; 3. because of Hurricane Georgina; 4. stay at home and not go out; 5. story 2*

### WORKING WITH THE LANGUAGE

Put students in pairs and ask them to look at the sentences in the box and then answer the two questions. Monitor and help, if necessary, and check the answers as a class.

**Key a** \_\_\_\_\_  
 1. *about and almost; 2. very and so*

Next, ask students to look at the four sentences and choose the correct word to complete each one. Encourage them to work in pairs and discuss their answers together. Check as a class.

**Key b** \_\_\_\_\_  
 1. *so; 2. almost; 3. very; 4. about*

### WORKING WITH VOCABULARY

#### Focus 1: Meaning

Ask students to look back at the newspaper stories and find words that match the definitions. Encourage them to work in pairs and discuss their ideas as they look at the stories.

**Key** \_\_\_\_\_  
*a. stranded; b. widespread; c. shake; d. terrified; e. damage; f. resident; g. extremely; h. fortunately; i. torrential; j. emergency*

#### Focus 2: Topic-related words

Ask students to match the words together. Point out that there is only one correct solution although two words in the left column can match with one word on the right. Put students in pairs and ask them to discuss their answers together and then look back at the texts to check their answers.

**Key** \_\_\_\_\_  
 1. *b (we can also say heavy rain but we can't say torrential snow); 2.c; 3. d; 4. a*

## Topics: Weather by Adrian Tennant

### LISTENING

Tell students that they are going to listen to a short radio news report. Play the report and ask students which story from the Reading 2: News in brief exercise it is most similar to.

*Key* \_\_\_\_\_  
C

Now ask students to read the third newspaper story and circle any differences between it and the radio report. Put students in pairs and ask them to discuss their answers together. Play the recording again, if necessary, and check answers as a class.

#### Transcript:

... well, John ... People here in Florida are preparing themselves for another hurricane. They've already had three hurricanes in the last month and many residents are still recovering from the last one. Hurricane George is due to hit the coast sometime late tomorrow evening.

*Key* \_\_\_\_\_  
*the hurricane hasn't happened yet / is expected tomorrow evening; they've had three hurricanes this month / two hurricanes in four weeks; the hurricane is called George / Georgina*

### SPEAKING

Put students in small groups and ask them to discuss the questions together.

Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

### PROJECT

Ask students to carry out the project for homework and follow it up in the next lesson.

Topics: Weather  
by Adrian Tennant

LEAD-IN

Match the words in the box to the pictures.  
Be careful! There are only four words but  
five pictures.

snow storm flood hurricane forest fire

What does the other picture show?

A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



Topics: Weather  
by Adrian Tennant

READING 1: HEADLINES

a. Read the headlines.

Rain doesn't stop

SHAKES WAKE UP THE NORTH WEST

*Fires sweep across southern Europe*

**CLEAN-UP  
AFTER STORM**

Snow keeps  
people home

b. What do you think happened in each story?

Topics: Weather  
by Adrian Tennant

READING 2: NEWS IN BRIEF

a. Read the newspaper stories below and match the headlines and pictures from the previous page to the correct story.

1. Picture:

---

<p>About 30 centimetres of snow fell in just 24 hours across the south of England. Roads are closed and motorists have been stranded.</p>	<p>The police are asking people to stay at home and not go out. Weather forecasters say this winter will be bad with widespread snow and ice.</p>
---	---

2. Picture:

---

<p>LAST NIGHT AN EARTHQUAKE MEASURING 2 ON THE RICHTER SCALE SHOOK THE NORTH-EAST OF ENGLAND. "I WOKE UP IN THE MIDDLE OF THE NIGHT," ONE WOMAN SAID. "MY HOUSE WAS SHAKING</p>	<p>AND I WAS TERRIFIED." EARTHQUAKES ARE UNUSUAL IN THE UK, BUT LUCKILY WHEN THEY DO HAPPEN THEY ARE USUALLY VERY SMALL COMPARED TO ONES IN COUNTRIES LIKE JAPAN AND NEW ZEALAND.</p>
---	---

3. Picture:

---

<p>People in Florida are cleaning up after the coast was hit by Hurricane Georgina. It's the seventh hurricane so far this year and the second in the last</p>	<p>four weeks. Strong winds caused lots of damage to buildings and residents are worried there will be more storms to come.</p>
--	---

4. Picture:

---

<p>Across Portugal, Spain and the south of France extremely hot weather has led to droughts and many forest fires. These fires are destroying</p>	<p>everything in their path. "We're doing the best we can," said one firefighter, "but things are so bad at the moment! We're at our limit." Fortunately, rain is predicted for the weekend.</p>
---	--

5. Picture:

---

<p>Much of Brazil is suffering from landslides and floods caused by torrential rain. "It's been raining for almost three weeks," one man said. "If it doesn't stop</p>	<p>soon, I don't know what will happen." The government has called a state of emergency and is sending soldiers to help with the clear-up.</p>
--	--

b. Read the texts again and answer these questions.

1. In which countries is it very hot?
2. How long has it been raining in Brazil?
3. Why are people in Florida having to clean up?
4. What did police ask people to do?
5. Which story is not about extreme weather?

Topics: Weather  
by Adrian Tennant

WORKING WITH THE LANGUAGE

We use some words to talk about quantities, some to add emphasis and others when we don't want to talk about exact amounts.

1. About 30 centimetres of snow fell ...
2. ... WHEN THEY DO HAPPEN THEY ARE USUALLY VERY SMALL ...
3. ... but things are so bad at the moment!
4. "It's been raining for almost three weeks."

a. Look at the underlined words in the four examples above and answer these questions.

1. Which two words are used because the exact amount isn't important?
2. Which two words are used to add emphasis?

b. Choose the correct word to complete these sentences.

1. It was snowing for almost / so long, I thought it would never stop.
2. "We've been fighting these fires for almost / very two days," said one local resident.
3. "The situation is about / very bad," one man said.
4. The wind reached about / so 140 kmph during the night!

WORKING WITH VOCABULARY

Focus 1: Meaning

Find words in the newspaper stories, from Reading 2: News in brief, to match these definitions.

- a. left in a place or situation that you cannot get away from
- b. happening in many places
- c. to make lots of quick small movements up and down, or from side to side
- d. very frightened
- e. physical harm
- f. someone who lives in a particular place
- g. very
- h. luckily / something good that happens by chance
- i. very heavy and hard
- j. an unexpected situation where there is often danger

Focus 2: Topic-related words

Match the words that go together.

- |               |            |
|---------------|------------|
| 1. torrential | a. winds   |
| 2. hot        | b. rain    |
| 3. heavy      | c. weather |
| 4. strong     | d. snow    |

LISTENING

Listen to the radio news report and answer the questions below.

1. How many differences between the newspaper and radio reports did you hear?
2. What were they?

SPEAKING

Discuss these questions in small groups.

1. Have you ever experienced extreme weather?
2. What was it? What happened?
3. What types of extreme weather are most common in your country?
4. Has the weather changed in the last few years in your country?

PROJECT

Find as many stories as you can about extreme weather in the news. What types of weather are described?