

2

WHAT IS THE WEATHER LIKE?

LEARNING GOALS

In this unit, you

- ⊗ talk about the weather
- ⊗ report dangerous weather
- ⊗ discuss the effects of weather
- ⊗ read about extreme weather
- ⊗ write about a weather event



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Diana's message. What is she worried about?



DIANA OLVERA

@DianaO

I hope we don't have a bad storm this week!

LESSON 1

TALK ABOUT THE WEATHER



DIANA OLVERA

@DianaO

I wonder if I need my umbrella today...



1 VOCABULARY Weather conditions

A ▶02-01 Listen. Then listen and repeat.

a storm	lightning	It's clearing up.	It's getting cloudy.
a thunderstorm	thunder	The sky is getting dark.	It's starting to rain.
a snowstorm	a rainbow	It's getting windy.	It's starting to snow.

B ▶02-02 Listen. Write the weather condition that each speaker talks about.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



2 GRAMMAR *Must / may / might / could* for conclusions

Use modals to draw conclusions about present situations based on facts.
The modal shows varying degrees of certainty.

Fact	Conclusion			
	Subject	Modal (not)	Base form of verb	
The sky is getting dark.	The storm	must	be	close.
	You	may	need	a raincoat.
	The game	might	start	late.
	They	could	cancel	the picnic.
The sky is clearing up.	The storm	couldn't	be	close.
	The storm	must not	be coming	this way.
	You	may not	need	a raincoat.
	They	might not	be	late.

Note: Affirmative and negative modals show different degrees of certainty.

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3 PRONUNCIATION

- A** ▶02-04 Listen. Notice the two pronunciations of *th*. Then listen and repeat.

/ð/	/θ/
they, <u>there</u> , weath <u>er</u>	<u>th</u> anks, <u>th</u> ree, four <u>th</u>

Pronouncing *th*

There are two *th* sounds in English. For both *th* sounds, put your tongue between your teeth. Push air out between your tongue and top teeth. To say the voiced *th* sound in *they*, use your voice. To say the voiceless *th* sound in *thanks*, do not use your voice.

- B** ▶02-05 Write each word with *th* in the correct box in 3A. Then listen and check your answers.

- Was that thunder?
- It's this Thursday.
- Where's the theater?
- I think so.
- When is your brother's birthday?
- It's on Third Avenue.

- C** **PAIRS** Match the questions and answers in 3B to make two-line conversations.

4 CONVERSATION



- A** ▶02-06 Listen or watch. Circle the correct answers.

- Why do Jim and Diana think a storm is coming?
 - They see lightning.
 - It's starting to rain.
 - It's getting windy.
- How is the weather at the end of the day?
 - It clears up.
 - The sky gets darker.
 - It rains more.



- B** ▶02-07 Listen or watch. Complete the conversation.



Diana: Did you hear that?

Jim: Yeah. Sounds like thunder.

Diana: The sky is getting dark. There _____ a storm coming.

Jim: I don't think I'll go out for lunch today.

Diana: Good idea. You don't want to be out in this weather.

- C** ▶02-08 Listen and repeat. Then practice with a partner.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

it's starting to rain it's getting cloudy thunderstorm



5 TRY IT YOURSELF

ROLE PLAY You are planning an outdoor event today. Choose a picture. Take turns describing the weather conditions. Make conclusions about the weather and what you may need to do.

Picture 1 **A:** Look. The sky is getting dark.
B: It might rain. We may need to...



I CAN TALK ABOUT THE WEATHER.

LESSON 2

REPORT DANGEROUS WEATHER



DIANA OLVERA

@DianaO

I just heard we're going to get another storm! I need to listen to the weather report.



1 VOCABULARY Dangerous weather

A 02-09 Listen. Then listen and repeat.

Weather events



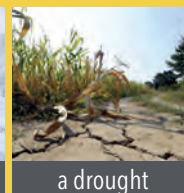
a tornado



a hurricane



a blizzard



a drought



a wildfire

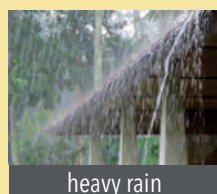


a landslide

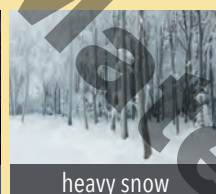


an earthquake

Weather conditions



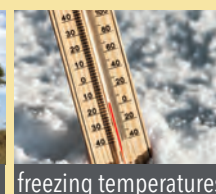
heavy rain



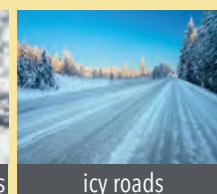
heavy snow



strong winds



freezing temperatures



icy roads



flooding

B Circle the word that doesn't belong to each weather event.

1. **a tornado** strong winds icy roads heavy rain
2. **a blizzard** flooding icy roads heavy snow
3. **a wildfire** heavy rain strong winds a drought
4. **a landslide** heavy rain flooding freezing temperatures

C **PAIRS** Describe a dangerous weather event from 1A. Your partner guesses the word.

A: There are freezing temperatures and heavy snow.

B: It's a blizzard.



2 GRAMMAR Present perfect and present perfect continuous

Use contractions in spoken English and informal writing, such as *I've*, *I haven't*, *she's*, *she hasn't*.

Present perfect

Subject	Have / has	Past participle	
I	have	watched	the news.
The fire	has	destroyed	ten homes.
They	have	issued	warnings.

Present perfect continuous

Subject	Have / has	Been	Present participle	
I	have		watching	the news all day.
The fire	has	been	burning	for two days.
They	have		issuing	warnings since 5:00.

Notes

- The present perfect shows
 - a completed action at some point in the past
 - how much, how many

*The fire **has destroyed** 60 homes.*
- The present perfect continuous shows
 - a continuing action
 - how long

*The fire **has been burning** for five days.*
- With some verbs such as *live*, *study*, and *work*, there is little difference between the two tenses.
 - I **have lived** here since 2014.*
 - I **have been living** here since 2014.*

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3 PRONUNCIATION

A ▶02-11 Listen. Notice the stressed words.

Then listen and repeat.

1. Snow has been falling for hours.
2. The roads have been icy.
3. I haven't left the house.
4. Have you checked the weather?
5. Yes, I have.
6. No, I haven't.

B ▶02-12 Underline the stressed words. Then listen and check your answers.

1. I've lived in a place with hurricanes.
2. I've driven on icy roads.
3. I haven't seen a tornado.
4. I've been watching the news a lot.
5. It hasn't rained in a month.
6. The weather has been colder.

C **PAIRS** Practice the sentences in 3A and B.

Stressed and unstressed words

We stress the important words in a sentence. We usually stress words that have a clear meaning, like nouns, adjectives, and main verbs. We do not usually stress helping verbs like *has*, *have*, or *been*. They are stressed only at the end of a sentence or in negative contractions.

4 LISTENING

A ▶02-13 Listen to the radio news reports.

Circle the correct answers.

1. What is the purpose of the reports?
 - a. to warn people about dangerous weather
 - b. to explain how a tornado starts
 - c. to give tips on how to predict the weather
2. How is the weather news organized?
 - a. by type of weather
 - b. by area or city
 - c. by time and day

LISTENING SKILL

Listen for organization

When you listen, notice how the speaker organizes his or her ideas. Understanding how the information is grouped together will help you get the information you need

B ▶02-13 Read the Listening Skill. Listen again. Complete the notes about weather events.

Place	What has been happening?	What has happened?
The Midwest	Dangerous _____ have been moving through the area.	20,000 _____ in western Texas have reported loss of power.
Montreal	_____ have been falling all week.	A _____ has dropped ten inches of snow on the city.
Santiago	Chile has been experiencing a severe _____.	The wildfire has burned more than _____.

5 TRY IT YOURSELF

A **MAKE IT PERSONAL** Imagine you are reporting a dangerous weather event. Complete the chart.

Weather event	Place	What has been happening?	What has happened?

B **ROLE PLAY** Report the dangerous weather event to your classmate. Take notes.

■ I CAN REPORT DANGEROUS WEATHER.



LESSON 3

DISCUSS THE EFFECTS OF WEATHER



DIANA OLVERA

@DianaO

It's been raining the entire week. Is this normal here?



1 VOCABULARY Effects of dangerous weather

A ▶ 02-14 Listen. Then listen and repeat.



We had to evacuate.



We lost power.



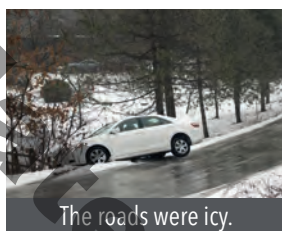
The streets were flooded.



Trees fell down.



The roads were closed.



The roads were icy.



Stores were closed.



Homes were damaged.

B Match weather events in Lesson 2 with the effects below. There can be more than one answer.

We had to evacuate.	We lost power.	The streets were flooded.	Trees fell down.
The roads were closed.	The roads were icy.	Stores were closed.	Homes were damaged.

C **PAIRS** Compare your answers in 1B.



2 GRAMMAR Expressing cause and effect with *so* / *such...that*

Subject	Verb	So + adjective	That clause
I	was	so scared	that I ran from the thunder.
It	is	so cold	that I can't feel my fingers.
The roads	were	so dangerous	that people stayed home.
Subject	Verb	So + adverb	That clause
He	drove	so carefully	that we arrived safely.
We	have prepared	so well	that we are ready for the storm.
The fires	are spreading	so quickly	that people can't get out.
Subject	Verb	Such + adjective + noun	That clause
She	was	such a brave firefighter	that she won an award.
The tornado	caused	such terrible damage	that it will take years to rebuild.
The countries	experienced	such a long drought	that people had no food.

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3 CONVERSATION



A ▶02-16 Listen or watch. Check (✓) all the effects of the hurricane.

- ☐ The streets flooded.
- ☐ People had to evacuate.
- ☐ Jim's sister's house flooded.
- ☐ Trees fell down.
- ☐ Jim's sister's house lost power.
- ☐ Stores were closed.
- ☐ Roads were closed.
- ☐ Jim's sister lived near the water, so her house was damaged.
- ☐ People lost their homes and cars.



B ▶02-17 Listen or watch. Complete the conversation.

Diana: Have you ever been in a hurricane?
 Jim: Yeah. I have.
 Diana: Really? What happened?
 Jim: It rained so hard that streets were flooded.
 Diana: Oh no!
 Jim: And the wind was _____
 trees fell down.
 Diana: Sounds like it was dangerous!
 Jim: It was. A lot of homes were damaged.

CONVERSATION SKILL

Express relief

To express relief, say:

That's a relief.

I'm glad to hear that.

Phew!

Thank goodness!

Listen to or watch the conversation in 3A again.

Raise your hand when you hear the phrases above.

C ▶02-18 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use these words or your own ideas.

roads were closed we lost power We had to evacuate.

4 TRY IT YOURSELF

A MAKE IT PERSONAL Have a conversation about the effects of dangerous weather. Use words from 1A.

A: Have you ever been in an earthquake?

B: Yes. We lost power. But we were OK.

A: I'm glad to hear that.

B WALK AROUND Talk to three other classmates about their experiences with dangerous weather. Take notes.





DIANA OLVERA

@DianaO

Watched Sharknado 5 on TV during my workout. My life will never be the same 😊

1 BEFORE YOU READ

- A PAIRS** What is the strangest weather you have ever seen?

Once, during a storm, I saw a rainbow in a complete circle. It's called a glory.

- B** 02-19 **VOCABULARY** Listen. Then listen and repeat.

a creature: an animal

frequent: happening often

logical: based on clear thinking

extreme: very unusual or very bad

a body of water: a lake, a pond, or an ocean

inspire: to give someone the idea to do something

attack: to try to hurt someone

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2 READ

- A PREVIEW** Read the title and headers and look at the image. What is strange about the rain?

- B** 02-20 Listen. Read the article.

STRANGE RAIN

What's falling from the sky?

Not long ago, a man in a village in Serbia looked up and saw a strange, dark cloud in the sky. Suddenly, hundreds of frogs were falling from the cloud onto the road. A similar event occurred in Hungary five years later, when falling frogs surprised shoppers during a storm. The same year, hundreds of small fish fell on the tiny town of Lajamanu, Australia.

Since early times, there have been reports of frogs, fish, worms, and other creatures falling from the sky. In 200 BCE, a Greek historian reported that it "often rained fishes" near his home. In Yoro, Honduras, the rain of fish was at one time so frequent that the town celebrates *The Festival of Rain of Fishes* every year. Strange rain is not limited to living creatures; in 1969, people in Punta Gorda, Florida, reported a sudden storm of golf balls.

Where does this strange rain come from?

A writer named Charles Fort was fascinated by these reports. In the early 1900s, he collected more than 60,000 newspaper articles about different forms of strange rain. Although most people who hear about strange rain assume these are just stories, Fort disagreed. He felt there had to be a scientific explanation, yet his own explanations were not particularly scientific! He suggested that an ocean in the clouds might be the cause of the rain. In another idea, he suggested that perhaps the frogs were from a spaceship that had exploded far above the earth.

Most people can agree that Fort's explanations are probably not correct; however, the reports have been frequent enough that experts believe there must be some logical explanation. Today, scientists believe that this strange rain is the result of extreme weather. When powerful winds, especially tornadoes, move over a lake or river, they may pick up the water—and everything in it—including fish and frogs. The strong winds then move across land, often for very long distances. The town of Lajamanu, Australia, for example, is more than 300 miles or 482 kilometers away from a body of water. When the wind becomes weaker, everything falls to the ground, resulting in strange rain.

Strange rain goes to Hollywood

These reports of strange rain have inspired books, television programs, and movies. The *Sharknado* movies are probably the most well-known movies about creatures that fall from the sky. In these movies, a powerful tornado picks up shark-filled water from the ocean. It drops the water, along with the sharks, across the city of Los Angeles. As they fall through the air, the sharks attack hundreds of people. No one takes these movies seriously, but they are extremely popular. Strange rain makes a good story!



3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

- Strange rain has no logical explanation.
- Extreme weather can bring strange forms of rain.
- Strange rain has a long history.

B Read the Reading Skill. What examples support the ideas in each section? Complete the chart.

Idea	Examples
What's falling from the sky?	1. <i>frogs</i> 2. 3. 4.
Where does this strange rain come from?	1. <i>ocean in the clouds</i> 2. 3.
Strange rain goes to Hollywood	1.

READING SKILL

Identify examples as supporting details

Writers often use examples to support their ideas. Identifying these examples can help you understand what the writer is trying to tell you.

C FOCUS ON LANGUAGE Reread lines 8–9 and 25–27 in the article. Think about the phrases *at one time* and *take seriously*. Circle the correct answers.

- The expression *at one time* means that _____.
 - it happened once
 - it happened at a time in the past
 - it happened a long time ago
- The expression *take something seriously* means _____.
 - to think something is real and important
 - to think something is dangerous
 - to want to buy something

D PAIRS What is the article about? Retell the most important ideas in the article. Use your own words.

The article is about an unusual kind of rain...

Find other news reports on strange rain.



4 MAKE IT PERSONAL

A Have you ever experienced strange rain or other kinds of strange weather? Complete the chart about a strange weather experience that you had.

What did you see?	Who were you with?	What did you do?

B PAIRS Share your weather experience. Use your notes in 4A.

When I was eleven years old, my family...

☐ I CAN READ ABOUT EXTREME WEATHER.

LESSON 5

WRITE ABOUT A WEATHER EVENT



DIANA OLVERA

@DianaO

Busy emailing everyone back home. Want them to know everything is okay here!

1 BEFORE YOU WRITE

- A** Do your friends or family worry when you have dangerous weather? How do you let them know you are okay?
- B** Read Diana's email. What weather event is she writing about?

Subject: All OK!

From: Diana To: Sofia

Hi Sofia,

Just writing to let you know that I'm okay.

I've seen snow before, but I've never seen a snowstorm like this! I mean, it snowed for almost four days, non-stop. I think we got about 30 cm of snow here in the city! On top of that, the wind was so strong that you really couldn't be outside in it for more than a few seconds. And the temperature was probably around -12°C the whole time. It was pretty serious!

So, the storm caused a lot of problems with my travel plans. The snow and the freezing temperatures made all the roads really icy and shut down trains and subways, too. Because of that I couldn't travel to any of my meetings out of town. I had to reschedule them for this week. Plus, my flight back to Santiago was cancelled last week. I'm trying to get on another flight this week after my meetings. I'll find out tomorrow when I'll be back home.

I'll tell you more about it when I'm back in town. Is everything okay with you? How's the new job going? Hope all is well!

Diana

2 FOCUS ON WRITING

Read the Writing Skill. Then reread Diana's email. Take notes in the chart.

WRITING SKILL Organize one idea per paragraph

To make your writing clear, describe only one idea in each paragraph. This will make both your informal writing, such as emails, and formal writing, such as essays, clear.

Opening (greeting, reason for writing)

- Greeting: *Hi Sofia*
- Reason for writing: *Just letting you know that I'm okay.*

Details about the weather

- Snowed for four days non-stop*
- _____
- Strong winds made it difficult to be outside*
- _____

How weather affected plans

- Shut down trains and subways*
- _____
- Flight to Santiago cancelled last week*
- _____

Closing (ask about friend, sign off)

- Ask about friend: _____
- Sign off: _____

3 PLAN YOUR WRITING

- A** Think about a bad weather event you experienced. Imagine you are writing an email to someone about the event. Complete the chart to help plan your email.

Opening (greeting, reason for writing)	
<ul style="list-style-type: none">Greeting: _____Reason for writing: _____	
Details about the weather	How weather affected plans
<ul style="list-style-type: none">____________________	<ul style="list-style-type: none">____________________
Closing (ask about friend, sign off)	
<ul style="list-style-type: none">Ask about friend: _____Sign off: _____	

- B PAIRS** Talk about the weather event in your email.
I was in a hurricane last year. It rained so much...

4 WRITE

Write an email about the weather event using your ideas from 3A. Remember to use one idea per paragraph for each point you want to make. Use the email in 1B as a model.

5 REVISE YOUR WRITING

- A PAIRS** Exchange and read each other's emails.
- Did your partner organize one idea per paragraph?
 - Did your partner include clear supporting details?
- B PAIRS** Can your classmate improve his or her email? Make suggestions.

6 PROOFREAD

Read your email again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶02-21 Listen or watch. What does Lucas talk about?



B ▶02-21 Listen or watch again. Answer the questions.

1. What weather conditions does Lucas talk about?

2. What did he do?

3. What does he predict for tomorrow's weather?

C Show your own photos.

Step 1 Think about a time when weather changed your plans and how it changed them.
Choose 3-5 photos to show the weather.

Step 2 Show the photos to the class. Describe the weather and what happened to your plans.

Step 3 Answer questions and get feedback.



2 LEARNING STRATEGY

MAKE A VOCABULARY WORD WEB

Make a word web to help you learn vocabulary. Word webs show how words in a group are related to each other. When you study words that are connected, it is easier to remember them.

freezing temperatures

heavy snow

strong winds

BLIZZARD

icy roads

dangerous conditions

Review the vocabulary from the unit. What words do you need to study?

Make two or more word webs of related words. Review the word webs twice a week.

3 REFLECT AND PLAN

A Look back through the unit. Check (✓) the things you learned. Highlight the things you need to learn.

Speaking objectives

- ☐ Talk about the weather
- ☐ Report dangerous weather
- ☐ Discuss the effects of weather

Grammar

- ☐ *Must / may / might / could* for conclusions
- ☐ Present perfect and present perfect continuous
- ☐ Expressing cause and effect with *so / such...that*

Vocabulary

- ☐ Weather conditions
- ☐ Dangerous weather
- ☐ Effects of dangerous weather

Reading

- ☐ Identify examples as supporting details

Pronunciation

- ☐ Pronouncing *th*
- ☐ Stressed and unstressed words

Writing

- ☐ Organize one idea per paragraph

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

