

2 WHAT IS THE WEATHER LIKE?

PREVIEW THE UNIT

LESSON 1	Talk about the weather	
	Vocabulary	Weather conditions
	Grammar	Must / may / might / could for conclusions
	Pronunciation	Pronouncing <i>th</i>
LESSON 2	Report dangerous weather	
	Vocabulary	Dangerous weather
	Grammar	Present perfect and present perfect continuous
	Pronunciation	Stressed and unstressed words
	Listening skill	Listen for organization
LESSON 3	Discuss the effects of weather	
	Vocabulary	Effects of dangerous weather
	Grammar	Expressing cause and effect with <i>so / such...that</i>
	Conversation skill	Express relief
LESSON 4	Read about extreme weather	
	Reading skill	Identify examples as supporting details
LESSON 5	Write about a weather event	
	Writing skill	Organize one idea per paragraph
PUT IT TOGETHER		
	Media project	Photos: Talk about a time weather changed your plans
	Learning strategy	Make a vocabulary word web

 Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

GET STARTED

- A** • Point to the unit title and ask, *What is the weather like today?* Write Ss' answers on the board.
- Tell Ss to read the learning goals individually. Then ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn new content in this unit.
- B** • Direct Ss' attention to the opening picture. Ask, *What do you see?* Have Ss discuss in pairs.
- Bring the class together and ask pairs to share. Write their responses on the board. (for example, lightning, a city at night, New York City, the Empire State Building)
- C** • Focus on the social media message. Bring Ss' attention to the speaker's picture and name. Ask, *What do you know about Diana?* If necessary, have Ss read what Diana says in *Meet the People of TSW Media* on page 4, or play the video of Diana.
- Read the social media message aloud. Ask, *How might Diana be prepared for a storm?* (She likely has an umbrella; she might even have a flashlight in case of an emergency.) Then ask, *Are you usually prepared for an emergency situation? If yes, how?*

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.

- thunder
- It's clearing up.
- a rainbow
- It's getting windy.
- It's getting cloudy. / The sky is getting dark.
- It's starting to rain. / a storm

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	very certain	be	close.
	You	may		need	a raincoat.
	The game	might		start	late.
	They	could	least certain	cancel	the picnic.
The sky is clearing up.	The storm	couldn't	very certain	be	close.
	The storm	must not		be coming	this way.
	You	may not		need	a raincoat.
	They	might not	least certain	be	late.

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

>> FOR PRACTICE, GO TO PAGE 128

LESSON 1 TALK ABOUT THE WEATHER

- Read the lesson title aloud. Then write the Vocabulary topic, *Weather conditions*, on the board. Say, *Weather conditions refer to the temperature, wind, clouds, and rain in a specific location at a specific time.* Ask, *Can you think of examples of weather conditions?* Write the

words on the board and leave them there for reference as students do 1A.

- Ask a **higher-level S** to read the social media message. Then ask, *Do I need my umbrella today?* Have Ss look out the window and answer.

1 VOCABULARY

- A** • Point to the pictures and say, *These words and statements describe weather conditions.* Ask, *Which weather conditions have we mentioned already?* Point to the words on the board.
- Give students a moment to look at the photos and read the captions. Have Ss listen. Then have them listen and repeat.
- B** • Have Ss listen and write the weather condition. Replay the audio if appropriate.
- Bring the class together and go over the answers. **For lower-level Ss**, offer the following explanations:

1. Thunder is a weather condition that makes a loud noise, like *boom!*
2. There were clouds and the sun is starting come out, *it's clearing up.*
3. The woman is describing colors—a *rainbow* is the weather condition that has colors.
4. Wind can make a hat blow off your head—so *it's getting windy* is the best answer.
5. When the sun disappears and it becomes gray, you'd say *It's getting dark.*
6. You'd wear your raincoat when *it's starting to rain.*

2 GRAMMAR

- Books closed. Write *modal* on the board. Ask, *Do you know what a modal is?* (a helping verb) *What are some examples of modals?* (can, could, may, might, will, would, shall, should) Say, *Modals are used to express lots of meanings, such as ability, possibility, permission, and obligation. They are also used to make conclusions.*
- Books open. Read the title of the grammar chart and the introduction. Focus on the top half of the chart. Read the fact. Then call on volunteers to read the conclusions. Copy the list of modals and the certainty gauge on the board. Point to *must* and say that it indicates the most certainty. Then point to *could* and say that it indicates the least certainty.
- To illustrate the difference between the most and the least certainty, ask a volunteer to go outside and knock on the door. When the class hears knocking, say, *Oh that must be [name of S].* Write the statement on the board. Ask, *Do we know for sure it's [name of S]?* Say, *We are very certain. We are making a conclusion.* Open the door and let the S return to class.
- To illustrate affirmative modals further, point to the example on the board and read it, replacing *must* with *may / might*. Say, *It's probably [name of S], but we're not as certain.* Finally, point to the example on the board and read it, replacing *must* with *could be*. Say, *this means it's possible, but we really aren't certain.*


- Focus on the bottom part of the grammar chart. Say, *These are negative modals.* Read the Note at the bottom. Read the fact. Then call on Ss to read the conclusions.
- Point to *couldn't* and say, *In affirmative modals, could has the lowest degree of certainty, but in negative modals, couldn't has the highest degree of certainty. It means you are quite sure of what you are saying.*
- Knock on your desk and say, *Someone is knocking at the door. Who could it be?* Say and write, *It couldn't be [name of S sitting in the class]. He's right here in class.* Then write *must not* above *couldn't be* and say the full sentence with *must not*. Explain that the two modals express a similarly high level of certainty.
- Say, *The modals may not / might not show the lowest level of certainty.* Point out that they are not very different in meaning. Write on the board and read, *Josh is wearing a coat, but it's supposed to snow. The coat might not / may not be warm enough.*
- Finally, point out that we don't use contractions with *must not, may not, or might not.*

LANGUAGE NOTE The contraction *mustn't* is used in British English to indicate that something is not allowed. For example: *You mustn't walk on the grass.* In American English *must not*, uncontracted, is used.

3 PRONUNCIATION

- A** • Write *th* on the board. Then say two words: *think*, *there*. Ask, *Does the th sound the same or different in these two words?* (different) Ask, *How are they different?* (It's voiceless in *think* but voiced in *there*.)


- Bring Ss' attention to the boxed pronunciation note and read it aloud. Have Ss practice the mouth position and repeat *they* and *thanks* after you. Make sure they are voicing the *th* sound in *they*.

 **TEACHING TIP** Tell Ss to put one hand on their throat to feel the vibration of voiced sounds.

- Have Ss listen. Then have them listen and repeat.
- B** • Have Ss preview the items and predict which words have voiced / voiceless *th*. Then have them listen and complete the exercise.

- To check answers, copy the two-column chart in 3A on the board. Assign the items to different Ss and have them come to the board and write the answers in the correct columns. Point to each word and ask, *Is this correct?* If not, erase the word and rewrite it in the other column. Have Ss repeat the word.

- C** • Model item one. On the board, write, A: *Was that thunder?* B: _____. Ask, *Which item in 3B would be the best answer?* (I think so.) **For lower-level Ss**, you may need to point out that the items in 3B contain both questions and answers.

 **OPTION** Have Ss read the conversations in pairs. Circulate and listen for correct pronunciation of voiced and voiceless *th*. Then have volunteers read the conversations for the class.

4 CONVERSATION

- A** • Have Ss look at the video still next to 4B. Ask, *Who is the woman?* (Diana) Then ask, *What is she wearing?* (a yellow raincoat, boots) *What is she holding?* (a rain hat) Ask, *Why is Diana wearing rain gear?* (It is probably going to rain.)

- Have Ss preview the items in 4A. Then have them listen or watch.
- Have Ss complete the exercise. Go over the answers as a class. If appropriate, play the audio or video again.

- B** • Ask Ss to skim the conversation and predict the missing words. Point out that there may be more than one correct answer.
- Have Ss listen and fill in the gap. Check the answer with the class. Then ask, *Did you predict correctly?*


- C** • Play the audio again. Pause the recording after each line and have Ss repeat chorally, line by line.
- Say, *Scan the conversation for words with the th sound. Remember that there are two ways to pronounce th—voiced and voiceless. Circle the voiced sound and underline the voiceless sound* (voiced: that, there, weather; voiceless: thunder, think)


- In pairs, have Ss practice the conversation. Time permitting, have them swap roles and practice again. Circulate and listen for correct pronunciation of the voiced and voiceless *th* sound.


- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of the same-color words in the conversation, or you can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

5 TRY IT YOURSELF

- A** • Read the example conversation with a volunteer. Read part B, suggesting ways to complete the statement. (cancel our beach plans/play tennis indoors.)
- Circulate as Ss speak.

 **OPTION** Say, *Choose a new picture. Talk to a new partner.* Have Ss walk around and talk to different partners, time permitting.

 **EXIT TICKET** As Ss prepare to leave the class, conduct short interviews. Point to one of the weather conditions in 1A on page 18 and elicit a fact and conclusion. (For example, The ground is dry. It couldn't be raining.) Note which Ss speak with ease and which ones are less sure of themselves. Identify areas for review in later lessons and notice Ss who may need additional practice.

 **LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Look to see if Ss are correctly doing the following:

- ✓ using vocabulary for weather conditions
- ✓ using modals to make conclusions
- ✓ pronouncing *th*



3 PRONUNCIATION

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

/ð/	/θ/
they, there, weather that, the, brother's, this	thanks, three, fourth thunder, theater, birthday, Thursday, think, third

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. 1 and 4
3 and 6
5 and 2

4 CONVERSATION



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

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

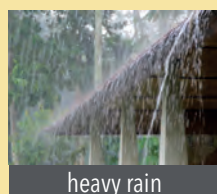


a landslide

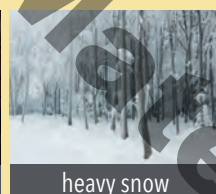


an earthquake

Weather conditions



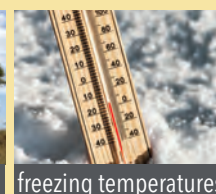
heavy rain



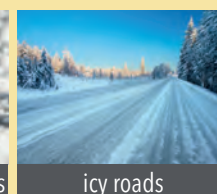
heavy snow



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.*
- 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.*
- The present perfect continuous shows
 - a continuing action
 - how long

*The fire **has been burning** for five days.*

>> FOR PRACTICE, GO TO PAGE 129

LESSON 2 REPORT DANGEROUS WEATHER



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Books closed. Write *dangerous weather* on the board and circle it. Tell Ss, *Let's create a word web around this phrase*. Add a branching circle and write the word *storm*. Elicit more examples from the class and add or have Ss add them to the word web. Leave the web on the board.
- Read the social media message. Ask, *What news did Diana hear?* (A storm is coming.) *Why does she use the word another?* (There was another storm before.) *Why do you think she says she needs to listen to the weather report?* (She wants to be prepared for the next storm.)

1 VOCABULARY

- A** • Have Ss look at the pictures and read the captions. Ask, *Are any of these words in our word web on the board?*
- Focus on *Weather events* in the first row. Ask, *What are weather events? Look at the vocabulary. What is similar about the events?* (For example, they can cause damage or hurt people.) Look at each image and explain the weather event further as needed. Refer to the Language Note below.
 - Focus on *Weather conditions* in the second row. Say, *Weather conditions can happen in different weather events. For example, heavy rain and strong winds can happen in a hurricane or a tornado.*
 - Have students listen. Then have them listen and repeat.
- B** • Have Ss focus on a *tornado* in item 1. Ask a volunteer to read the three words that follow aloud. Ask, *Which of these conditions does NOT describe a tornado?* (icy roads) Have Ss complete the activity in pairs.
- Bring the class together and go over the answers. Invite Ss to explain their answers. (For example, 2. A blizzard produces snow; flooding is not likely unless the snow melts. 3. Heavy rain is not a condition of a wildfire; if there were heavy rain, it would help put out the wildfire. 4. Heavy rain and flooding lead to landslides; freezing temperatures do not.)



LANGUAGE NOTE A *tornado* is an extremely violent storm consisting of air that spins very quickly and causes a lot of damage. A *hurricane* is a storm that has very strong, fast winds and that moves over water. A *blizzard* is a severe snowstorm. A *drought* is a long period of dry weather when there is not enough water for plants and animals to live. A *wildfire* is a fire that moves quickly and cannot be easily controlled. A *landslide* is a sudden fall of a lot of earth and / or rocks down a hill, cliff, etc. An *earthquake* is a sudden shaking of the Earth's surface that often causes a lot of damage.



OPTION Have Ss make statements about each weather event, using the conditions listed. Write an example on the board, *Typically, during a tornado there are strong winds and heavy rain. Icy roads are not common.*



C • Read the example conversation with a volunteer. Tell Ss to use the model to provide weather conditions that describe a weather event. Have Ss alternate roles.



EXTENSION On the board, write, *Have you ever experienced a dangerous weather event? If yes, describe the conditions.* Call on individual Ss to share.

2 GRAMMAR

- Read the grammar topic aloud. On the board, write:
Jeff has shoveled the snow.
Jeff has been shoveling the snow for two hours.
Pantomime a person shoveling snow, if necessary. **For higher-level Ss**, ask, *What is the difference between these two sentences?* (In the first sentence, Jeff finished shoveling the snow; in the second sentence, Jeff has not yet finished shoveling the snow.) **For lower-level Ss**, point to the first sentence and ask, *Is Jeff finished shoveling the snow?* (yes) Then point to the second sentence and ask, *Is Jeff finished shoveling the snow?* (No, he is still shoveling it.)
 - Focus on the Present perfect section of the grammar chart. Read the statements and have Ss repeat. Then read the first bullet point in the Notes under the chart on the left. Ask a S to read the example sentence. Ask, *Is the fire still burning, or is the action finished?* (The action is finished.)
 - Focus on the *Present perfect continuous* section of the chart. Read the statements and have Ss repeat.
- Bring Ss' attention to *for two days* and say, *We use for + a period of time to express the length of time something continues.* Focus on *since 5:00* and say, *We use since + a specific time to express the starting point of an action.*
- Read the bulleted Note under the chart on the right. Ask a S to read the example sentence. Ask, *Is this a completed action?* (No. The fire is still burning.)
 - Finally, read the bullet point at the very end. Ask, *Is there a difference in meaning between these two sentences?* (no) Elicit pairs of sentences using present perfect and present perfect continuous with *work* and *study* to show no difference in meaning. (For example, *Meg has worked / has been working at this company since 2003.*) Invite volunteers to write sentences on the board. Point to individual sentences and ask, *Is the action completed?* Correct errors as needed.
 - Read the yellow note about contractions. Add, *Don't write contractions with nouns.*

3 PRONUNCIATION

- A** • Write *stress* on the board. Say, *Stress is the force you use when you say a word or a part of a word. A stressed word sounds stronger than other words. It's louder, higher in pitch, and spoken more clearly than the other words in a sentence.*
- On the board, write and say, *It is snowing*. Ask, *Which word is stressed?* (snowing) *How do you know?* (It's louder, higher in pitch, and spoken more clearly than the other words.) To reinforce the stressed and unstressed words, say the sentence again. Clap silently for *it* and *is* and loudly for *snowing*. Have Ss repeat.
- Read the Stressed and unstressed words pronunciation note aloud. To reinforce, ask, *Which words do we usually stress?* (important words like nouns, adjectives, main verbs, auxiliary verbs at the end of a sentence, and negative contractions) *Which words are normally not stressed?* (auxiliary verbs)
- Have Ss look at 3A. Read the first sentence and say, *The dots show the stressed words*. Clap out the sentence, demonstrating loud claps for the stressed words and silent claps for the unstressed words.
- Tell Ss to read the sentences quietly and notice the stressed and unstressed words.
- Have Ss listen. Then ask them to listen and repeat, clapping loudly for stressed words and softly for unstressed words.
- B** • Have Ss preview the items and underline words they think are stressed. If they are not sure, encourage them to reread the Stressed and unstressed words note.
- Have Ss listen and check their answers. Go over the answers with the class. If appropriate, play the audio again.
- C** • In pairs, have Ss take turns reading the sentences. Circulate and listen for correct stress.

4 LISTENING

- A** • Tell Ss they will listen to a report from the National Weather Service. Read the Listening Skill aloud. Ask, *What are some different ways of grouping information?* (for example, by time, location, size, importance)
- Play the audio once and ask Ss to complete the exercise. Then have them listen again to check their answers.
- Go over the answers as a class. Focus on Question 2. Ask, *What words did the speaker use to introduce each area?* Have Ss listen to the report again. Pause the recording and have Ss repeat after each key phrase. (In local weather; And now for international news)
- B** • Have Ss look at the chart and read the heads. Point to the two questions. Ask, *Which question asks about a continuing event?* (the first) *a completed event?* (the second)
- Encourage Ss to predict the missing information. Then have them listen again and complete the exercise individually. **For lower-level Ss**, provide a word bank on the board: *drought, 600 homes, blizzard, homes and businesses, temperatures, tornadoes*
- Have Ss compare answers with a partner.
- OPTION** For further grammar practice, call on volunteers to read each statement aloud. Ask a follow-up question after each one: *Are dangerous tornados still moving through the area?* (yes) *Are temperatures still falling?* (yes) *Is Chile still experiencing a severe drought?* (yes) *Are 20,000 homes and businesses in western Texas still reporting loss of power?* (no) *Is a blizzard still dropping ten inches of snow on the city?* (no) *Is the wildfire still burning more than 600 homes?* (no)

5 TRY IT YOURSELF

- A** • Have Ss fill in the chart individually. If necessary, refer them to 1A on page 20 to choose a weather event and to describe conditions. Then say, *For the last column, think of something that has happened as a result of the weather event.*
- **For lower-level Ss**, model an example. Draw the chart on the board. Invite Ss to come to the board to fill in the categories. (for example, a blizzard, Chicago, snow has been falling nonstop, all major highways have closed)
- B** • In pairs, have Ss take turns reporting the weather event in their chart. Tell the listener to copy the chart and to take notes on the speaker's report.
- OPTION** Bring the class together and have Ss report their partner's weather event.
- LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the room and listen to their conversations. Look to see if Ss are correctly doing the following:
- ✓ using vocabulary for dangerous weather
 - ✓ using present perfect and present perfect continuous
 - ✓ reading stressed and unstressed words
- EXIT TICKET** Have Ss write their names on a blank card or piece of paper. Assign Ss different weather events. On the board, write, *Write a short report about a dangerous weather event. Choose a location. Say what has happened as a result of the event and describe weather conditions that are continuing.* Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.



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 <u>tornadoes</u> have been moving through the area.	20,000 <u>homes and businesses</u> in western Texas have reported loss of power.
Montreal	<u>Temperatures</u> have been falling all week.	A <u>blizzard</u> has dropped ten inches of snow on the city.
Santiago	Chile has been experiencing a severe <u>drought</u> .	The wildfire has burned more than <u>600 homes</u> .

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. a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	We lost power. a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	The streets were flooded. a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	Trees fell down. a tornado, a hurricane, a blizzard, a wildfire, a landslide, an earthquake
The roads were closed. a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	The roads were icy. a blizzard	Stores were closed. a tornado, a hurricane, a blizzard, a drought, a wildfire, a landslide, an earthquake	Homes were damaged. a tornado, a hurricane, a blizzard, a wildfire, a landslide, an earthquake

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.

>> FOR PRACTICE, GO TO PAGE 130

LESSON 3 DISCUSS THE EFFECTS OF WEATHER



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- On the board, write, *Cause and Effect*. Elicit the meanings of these words (A cause is an event that makes something happen; an effect is the result of the event.) Say, *It was really warm yesterday. All the snow melted.* Ask, *What is the cause?* (It was warm.) *The effect?* (The snow melted.)
- Read the lesson title aloud. Say, *We will learn about the effects of weather. Weather is the cause.*
- Read the social media message. Focus on the first sentence. Ask, *Is it still raining?* (yes) *What is a possible effect of a lot of rain?* (flooding)

1 VOCABULARY

- A**
- Have Ss look at the pictures and read the captions.
 - Have Ss listen. Then have them listen and repeat.

LANGUAGE NOTE *To evacuate* means to move away from a dangerous place to a safe place. *To lose power* means to not have functioning electricity.

- B**
- Refer Ss to the extreme weather events in 1A on page 20. If possible, write the terms on the board. Call on a volunteer to read them. Say, *These weather events are causes. You will fill in the blanks in the chart with possible events that caused them. Various answers may be possible.*

- First model an item with the class. Ask, *What possible event or events could cause people to evacuate?* (a flood, a hurricane, a wildfire, etc.) Instruct Ss to write these answers in the chart.

- Tell Ss to continue the exercise individually. Circulate and help as needed.

- C**
- Have Ss compare answers in pairs. Then bring the class back together. Call on Ss to form complete sentences with the items from the exercise and a cause. Write an example on the board. (For example, *We had to evacuate because of a wildfire.*)

2 GRAMMAR

- Write *so* and *such* on the board. Say, *These words are often used to express cause and effect.* On the board, write:
The blizzard was so bad that we lost power.
Snow fell so quickly that within minutes we couldn't see the road.
The blizzard caused such problems that the town had to shut down.
- Read each sentence, putting stress on *so* and *such*. Then, for each sentence, ask, *Which part of the sentence is the cause?* (the part before *that*) *Which is the effect?* (the part after *that*)
- Bring Ss' attention to the grammar chart. For each section, read the heads and the model sentences. Have Ss repeat. Then ask questions to help Ss notice the sentence structure. **For lower-level Ss**, review the meaning and function of adjectives and adverbs. (Adjectives modify nouns. Adverbs modify verbs, adjectives, or other adverbs.)
- For the *so* + adjective section of the chart, ask, *Which words in the examples are adjectives?* (scared, cold, dangerous) *What comes after each adjective?* (a clause with *that*) To focus Ss' attention on the meaning, ask, *What is the cause? What is the effect?*

- Focus on the *so* + adverb section of the grammar chart. Read the examples and have Ss repeat. Ask, *Which words in the examples are adverbs?* (carefully, well, quickly) *Which words do they modify?* (drive, prepared, spreading) For each item, ask, *What is the cause? What is the effect?*
- Read the first and third sentences in the third section and have Ss repeat. Ask, *What kind of word is firefighter?* *What kind of word is drought?* (nouns) *Are they count or non-count?* (count) Point out the adjectives before the two nouns, and then explain that we use *such* a before phrases with adjectives + singular, countable nouns.
- Finally, read the second sentence in the third section and have Ss repeat. Ask, *What kind of word is damage?* (noun) *Is it count or non-count?* (non-count) Elicit the rule for using *such*. (*such* + adjective + non-count noun)
- For each item in the third section, ask, *What is the cause? What is the effect?* (1. cause: She was a very brave firefighter; effect: She won an award. 2. cause: The tornado caused terrible damage; effect: It will take years to rebuild. 3. cause: A long drought; effect: no food)

3 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (Jim and Diana)
- Have Ss preview the exercise. Then have them listen or watch and complete the exercise individually.
 - Go over the answers as a class. To check comprehension further, ask, *Where did the hurricane take place?* (in Taipei) *Who was Jim visiting there?* (his sister) *What is Diana's reaction to Jim's story? Do you think she worries too much?*

+ **EXTENSION** Say, *I will play the audio again. Listen carefully for examples of so / such...that to express cause and effect. Raise your hand when you hear an example.* Pause the audio / video each time. Have volunteers write the sentences on the board or write them yourself. Underline *so* + adjective.

It was so bad that the whole country was affected.
It rained so hard that all the streets were flooded.
But the wind was so strong that lots of trees fell down.

LANGUAGE NOTE A *house* refers to the construction a person, couple, family, or other combination of people live in. In contrast, a *home* can be any kind of structure where people live and feel that they belong.

- B** • Read the Conversation Skill title aloud. Ask, *What is relief?* (the comfortable feeling when something scary, worrying, or painful has ended or hasn't happened) Ask, *When do we feel relief?* (for example, after bad weather passes or after a difficult test)

- Read the explanation in the Conversation Skill box aloud. Say the examples and have Ss repeat. Use appropriate intonation with each expression, indicating relief. For *Phew* mimic wiping your forehead.
- Have Ss listen to or watch the conversation in 3A again and ask them to raise their hands when they hear any of the phrases. You can hint that there are two examples.
- Ask Ss to skim the conversation and predict ways the gap might be filled.
- Have Ss listen or watch and complete the activity. To check the answer, call on two Ss to read the completed conversation.

- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out rising intonation for *Have you ever been in a hurricane?* and *Really?* and falling intonation for *What happened?* Have Ss listen and repeat after you.
 - Model the stress on *so* in lines 4 and 6.
 - In pairs, have Ss practice the conversation. Circulate and listen for rising and falling intonation in the questions and stress on *so*. Have one or two pairs perform the conversation for the class.

- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of the same-color words in the conversation, or use can use your own words.*
- In pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again. Call on one or two pairs to perform their conversations for the class.

4 TRY IT YOURSELF

- A** • Read the example with a volunteer. Have the S read part A.
- Have Ss choose a weather event from 1A, page 22, and follow the model to create a dialogue about it. Circulate and assist as needed. Encourage Ss to use expressions to express relief.

- B** • On the board, write:
- A: *Have you ever been in...*
B: *Yes, I have. / No, I haven't.*
- Tell Ss that if Student B answers *Yes, I have*, Student B should offer more details, using *so / such...that* if possible. Refer to the model in 4A.
 - Then have Ss walk around and talk with their classmates. Circulate and assist as needed.

+ **EXTENSION** Have Ss return to Diana's social media message on page 22. Invite Ss to write responses on the board. Write a prompt for them to complete. For example, *Yes, it's normal. Sometimes it rains so much that...*



LOOK FOR While Ss are completing the Try It Yourself activity, walk around the room and listen to Ss' conversations. Look to see if Ss are correctly doing the following:

- ✓ using vocabulary for effects of dangerous weather
- ✓ expressing cause and effect with *so / such...that*
- ✓ expressing relief



EXIT TICKET Have Ss write their names on a blank card or piece of paper. On the board, write, *Choose an extreme weather event and write two sentences with so / such...that express cause and effect.* Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify individual Ss who may need additional practice.

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 so strong that
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

>> FOR PRACTICE, GO TO PAGE 155

2 READ

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

Frogs and other animals fall from the sky.

- 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!



LESSON 4 READ ABOUT EXTREME WEATHER



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the lesson title aloud. Ask, *What is extreme weather?* (weather that is drastically different from the usual weather in an area) *What are some examples?* (floods, heat waves, earthquakes, blizzards) *Where have you heard about extreme weather?* (for example, on the news, in movies, TV programs, magazines, newspapers)
- Read the social media message aloud. Write *Sharknado 5* on the board. Ask, *Does anyone know*

what this is? If Ss don't know, let them guess. (for example, a movie or a TV show) *What do you think it is about?* If no one in class knows, help Ss break down the word on the board: *shark-nado*. Ask, *What words do you recognize?* (shark) Then ask, *What word in the unit have we seen that has the ending -nado?* (tornado) Elicit that it's a movie about a tornado that lifts sharks out of the water. Ask, *Is this a movie you think you might be interested in seeing?*

1 BEFORE YOU READ

- A** • Call on a S to read the example. Ask, *Has anyone here ever seen a glory?* Then invite Ss to share other strange weather. If Ss haven't witnessed strange weather, encourage them to mention strange weather they have heard about.
- B** • Have Ss preview the words and definitions silently.

- Have Ss listen. Then have them listen and repeat.



OPTION Encourage Ss to add the new vocabulary words to their vocabulary journals. Remind them to write sentences to practice using the words in context.

2 READ

- A** • Have Ss look at the picture. Ask, *What do you see? Is there anything strange in the picture?* (Yes. There are fish in the clouds and "raining" from the sky.)
- Ask a S to read the title and subtitles. Ask Ss to predict the relationship between the reading and the photo.
- B** • Have Ss listen and read. Then elicit the answer to the question in the direction line: *What is strange about the rain?* (There are fish in it.)



OPTION Have students skim the article and underline the vocabulary from 1B. Then have them listen again. (creatures, line 8; frequent, line 9; logical, line 18; extreme, line 18; body of water, line 21; inspired, line 24; attack, line 26) Tell Ss to restate each sentence using the definition instead of the word. (For example: Since early times, there have been reports of frogs, fish, worms, and other animals falling from the sky.)

3 CHECK YOUR UNDERSTANDING

- A** • Check that Ss have gotten the correct answer (b). Ask a volunteer to read the sentence in the text that confirms this answer. (Today, scientists believe that this strange rain is the result of extreme weather.)
- B** • Read the Reading Skill aloud.
- Bring Ss' attention to the chart. Say, *This chart has the main ideas and examples from the article.* Point to the items in the Idea column. Have Ss look back at the subtitles on page 24. Say, *Notice that the subtitles are the same as the Ideas in the chart. You will fill in the examples that support each main idea.*
- Have Ss complete the chart individually. Tell them to underline the places in the text where they found the answers. Then have them compare answers with a partner.
- Bring the class together and go over the answers. Have volunteers read the text that supports each answer.
- C** • Have Ss locate the expressions and circle them in the text.
- Go over the answers as a class. Invite Ss to give other examples of the phrases. (For example, At one time, I worked two jobs and went to school. Now I only have one job. Matt takes his studies very seriously. He wants to be a lawyer.)
- D** • Read the example and say, *This can be your first line. Now follow the chart in 3B and expand the ideas and examples into full sentences as you retell the story. Take turns retelling the three parts of the article.*
- Circulate and offer feedback as pairs speak. Remind Ss to refer to the chart as needed.

4 MAKE IT PERSONAL

- A** • Say, *Think of strange weather you have experienced. It doesn't have to be something as unusual as strange rain. Just recall something that was somewhat unusual.* **For lower-level Ss**, you can brainstorm as a class to help generate ideas. Write *Strange Weather* on the board and have Ss think about strange weather experiences. (for example, large hail; sun shining during a thunderstorm; incredible snowfall rate)
- Have Ss fill out the chart individually. Circulate and help as needed.
- B** • Read the example aloud. Say, *Start by saying when the event happened. You can name the date, the year, or your own age as in the example. Then talk about the other ideas and details in your chart.*
- Circulate as Ss discuss and offer feedback as needed.



EXTENSION Have Ss return to Jim's social media message on page 24. Ask, *Why do you think he says, My life will never be the same? (For example, because now, whenever there is extreme weather, he will worry that sharks will come flying out of the sky) Are you a worrier like Jim? Do you worry about things like sharks falling out of the sky?*



EXIT TICKET Write on the board, *Hurricane Sandy caused a lot of damage in our town in 2012. We lost power for two weeks. A tree fell on our car. Also, schools were closed for a week. Other towns, however, suffered much more.* Have Ss write their names on blank cards or pieces of scrap paper. Say, *Read the paragraph on the board. Write down the supporting details.* (We lost power for two weeks. A tree fell on our car. Also, schools were closed for a week.) Collect the cards as Ss leave. Read the cards to identify areas for review in later lessons and to identify Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

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

- a. Strange rain has no logical explanation.
- ☒ b. Extreme weather can bring strange forms of rain.
- c. 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. frogs 2. fish 3. worms 4. golf balls
Where does this strange rain come from?	1. ocean in the clouds 2. space ship that exploded 3. extreme weather
Strange rain goes to Hollywood	1. Sharknado movies

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



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? *She is writing about a snowstorm.*

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

Details about the weather

- Snowed for four days non-stop*
- Got 30 cm of snow*
- Strong winds made it difficult to be outside*
- The temperature was around -12°C*

How weather affected plans

- Shut down trains and subways*
- Couldn't travel to any meetings out of town*
- Flight to Santiago cancelled last week*
- Trying to get on another flight*

Closing (ask about friend, sign off)

- Ask about friend: *Is everything okay with you? How's the new job going?*
- Sign off: *Hope all is well!*

LESSON 5 WRITE ABOUT A WEATHER EVENT



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

- Read the title of the lesson aloud. Ask, *When might it be necessary to write about a weather event?* (for example, to warn someone about bad weather or to tell someone you are OK during an extreme weather event)
- Read the social media message aloud. Ask, *Why do you think Diana is emailing people that everything is OK?* (There probably is a bad weather event.)

1 BEFORE YOU WRITE

- A** • Lead a class discussion about the questions. Ask, *How does Diana inform people that she is OK?* (email and social media) Write these on the board. Then elicit additional ways to inform others that you are OK. (for example, phone, text, Skype)
- B** • Have Ss read the email individually. Then bring the class together and have a volunteer answer the question.

2 FOCUS ON WRITING

- Read the Writing Skill aloud. Have Ss look at the graphic organizer. Tell Ss to notice that the box matches the main ideas in the email. Give them a moment to look at the email and organizer silently.
- Have Ss read the post again in order to fill in the supporting details. Say, *Don't write full sentences. Just write short notes.*
- Ask Ss to compare answers with a partner.



OPTION Ask Ss to turn to the Reading Skill in 3B on page 25. Read the first sentence: *Writers often use examples to support their ideas.* Explain, *You are filling in examples that support the ideas in bold.*

3 PLAN YOUR WRITING

- A** • If Ss need help thinking of a bad weather event, refer them to 1A on page 20, or brainstorm as a class. Write *bad weather event* on the board and have Ss add words or ideas. Then have Ss choose the event they will write about. Say, *You will write about this event as if it happened recently and you are writing about it to someone you know. Decide who you will write to.*
- Say, *Start by filling in the greetings and reason for writing. Then take notes to give details about the*

weather and how the weather affected your plans. Finally, close the email.

- Circulate and provide feedback while Ss are working. If they need help, encourage them to refer to the model in 1B, page 26.
- B** • Invite a volunteer to read the example. In pairs, have Ss tell each other about the weather event they will write about in their email, referring to their notes. Encourage them to add information if they think of additional details.

4 WRITE

- Have Ss work individually to write the email. Remind them to refer to their notes in 3A.
- Circulate and assist as needed.

5 REVISE YOUR WRITING

- A** Tell Ss they will peer-review their partner's writing. Say, *Read your partner's email and provide feedback according to Questions 1 and 2. Write your comments on your partner's paper or on sticky notes.*
- B** Have Ss return their partner's writing with feedback and discuss suggestions for improvement.
- Give Ss time to incorporate feedback or make corrections. For example, Ss can use arrows to show where they will add a sentence or cross out sentences they no longer want.

6 PROOFREAD

- Have Ss proofread their emails. Remind them to read their emails three times, checking once each for spelling, punctuation, and capitalization.
- Circulate and look over Ss' emails. Suggest any remaining corrections. If Ss have made a lot of changes, encourage them to recopy their emails or print them again with corrections.

- +** **EXTENSION** Have Ss return to Diana's social media message on page 26. Invite Ss to write responses on the board. (For example, Glad all's OK. What's going on? Oh, I read about the blizzard in New York. Stay safe!)



EXIT TICKET On the board write, *It's so hot in New York! It went up to 100 degrees yesterday. It has been like this all week. On top of that it is so humid! I only spend about an hour outside and then I go back to my air-conditioned hotel room! Yesterday we went to the opera, and it was amazing!*

Say, *This paragraph from an email has more than one idea. Cross out a sentence or sentences so that there is only one main idea.* Have Ss write their names and answers on a blank card or piece of paper. Collect cards as Ss leave. Read the cards to identify areas for review and extra practice in later lessons and to identify individual Ss who may need additional practice.

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?

*Answers will vary. Possible answer:
He talks about the weather.*



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

Answers will vary. Possible answers:

1. What weather conditions does Lucas talk about?
*There was rain on Tuesday. On Wednesday, the sun came out.
The afternoon was sunny and warm.*
2. What did he do?
*Lucas couldn't go to the park on Tuesday (because of the rain).
In the afternoon on Wednesday, Lucas played soccer.*
3. What does he predict for tomorrow's weather?
He thinks that there may be another rainstorm.



- 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

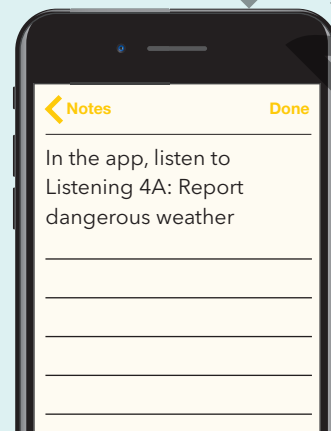
Pronunciation

- ☐ 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.



PUT IT TOGETHER

1 MEDIA PROJECT

- A** • Have Ss look at the picture. Ask, *What is the weather like in this picture?* (rainy, windy, stormy) *Do you have weather like this in your city?*
- Have Ss listen or watch. Call on a volunteer to answer the question.
- B** • Have Ss read the questions silently. Then have them listen or watch again. In pairs, have them compare answers.
- C** • Say, *You are going to create a photo project.* Have Ss read the three steps silently. Answer any questions.
- For Step 1, explain that Ss can talk about an unusual event or regular, everyday activities that were affected by the weather. If Ss don't have photos of their own, tell them they can use stock photos instead.
 - Tell Ss, *Write notes or create a script of what you will say in your presentation.* **For lower-level Ss**, model an introduction on the board. For example, *Hi, It's Lyla. Let me tell you about how the weather changed my plans one time.*
 - Do Step 2 in class. Have Ss practice once with a partner. Then call on individual Ss to talk about their photos and the weather. Encourage them to refer to the notes or the script they prepared.
 - For Step 3, write the following questions on the board to help Ss evaluate their classmates' presentations:
 1. *Did the speaker show photos of weather?*
 2. *Did the speaker describe the weather and explain how it changed his or her plans?*
 3. *Did the speaker speak clearly?*
 4. *Was this presentation interesting?*

- Tell Ss to write each person's name on a piece of paper before the person presents, and then take notes on the questions during or after the presentation. Instruct Ss to set their notes aside for later.
- Following each presentation, invite classmates to ask questions about the content.
- After all the Ss have presented, have Ss walk around and give their classmates feedback. As they meet each classmate, they should refer to their notes and say what the classmate did well or could do better. Remind Ss to speak kindly and to use correct intonation when giving compliments.



OPTION To provide an opportunity for self-critique, record Ss' presentations. Write the following checklist on the board:

- ☐ *Did I show pictures of weather?*
- ☐ *Did I describe the weather and explain how it changed my plans?*
- ☐ *Did I speak clearly?*
- ☐ *Is my presentation interesting?*

Then have Ss watch themselves and fill out the checklist. Have them discuss their self-critiques with a partner and formulate goals for the next presentation.

2 LEARNING STRATEGY

- Read the Learning Strategy topic aloud.
- Give students time to study the word web. Copy it on the board. Ask, *What is the topic?* (a blizzard) *Which circle is it in?* (the center one) *What information is in the other circles?* (weather conditions during a blizzard) *How are all the circles connected?* (with lines)
- Invite Ss to come to the board and add details to the web. (For example, *accidents* can branch off of *icy roads*; *falling trees* can branch off of *strong winds*.)
- Give Ss time to look through the vocabulary in the unit and start their own word webs. **For lower-level Ss**, encourage them to look at the Vocabulary exercises in lessons 1, 2, and 3.
- Have Ss share their webs with a partner and work together to add words.
- Circulate and assist as needed.

3 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B** • Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas.

- Finally, invite Ss to walk around and compare ideas for learning different topics.



UNIT REVIEW BOARD GAME To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 2 Board Game. You'll find instructions for the game in the same folder.