

Weather the storm

IN THIS LESSON, YOU:

- discuss different types of weather
- practise listening to and retelling two people's weather stories
- make use of varied language and exaggeration to tell better stories
- share stories about your experiences of weather incidents

VOCABULARY Weather the storm

1 **M** Work in pairs. Discuss what you think the words and phrases in bold mean in 1–10. Don't use a dictionary. Then complete the sentences using one weather word in each gap.

- 1 There was a terrible _____. I woke up in the middle of the night because the thunder was so loud and then there were these incredible **flashes** of lightning. It was quite scary.
- 2 The _____ was really **thick** and you could hardly see the car in front. We had to come off the motorway and wait for it to **lift**.
- 3 The _____ was **unbearable** and it was really humid and sticky. Then there was no air conditioning on the bus. Honestly, I thought I was going to faint!
- 4 It was just so _____! I lost all feeling in my fingers and my lips turned blue. I thought I was going to **freeze to death**!
- 5 It was incredibly _____. Several trees were **blown down** near us and it even blew the roof off a warehouse near here.
- 6 When we left, it was fine, but then it suddenly **clouded over** and the rain started coming down. But then just as suddenly, the _____ came out and there was an amazing **rainbow**.
- 7 The ferry couldn't sail because the _____ was so strong, but it **eased off** after a couple of hours.

- 8 We were caught in that _____ on the way. It was pouring down and then it turned to **hail**. It was incredible. In the end, we had to pull over until it all eased off.
- 9 Honestly, _____ is very unusual for that time of year and we had to slow right down because it started to **settle**. We saw another car almost **slide** off the road.
- 10 It _____ **non-stop** for a week! The whole place was flooded. It was miserable.

2 **P** **▶** Listen to words from Exercise 1 on their own and in a phrase. Which phrases do you find hard to say? Practise saying them again.

3 Work in pairs. Have you ever experienced anything like the situations in Exercise 1? Tell your partner.

LISTENING

4 **▶** Listen to two people sharing experiences of extreme weather. Answer the questions.

- 1 Where were the people when they experienced the bad weather?
- 2 What kind of weather did each person experience?
- 3 How did they feel?
- 4 What did they do as a result of the weather?

Lightning storm strikes in San Francisco, US.



5 Work in pairs. Discuss the questions.

- 1 Which description did you like the best? Which bits did you like about it?
- 2 Do you know anyone who is good at telling stories or anecdotes? In what ways are they good at this?
- 3 Do you get weather events like this where you are? How often? What time of year?

GRAMMAR

Narrative forms

When we tell stories, we usually describe the main events in the order they happened and we use the past simple to do this. For example: in the story you heard, 'One moment we **were** in sunshine, the next we **saw** like a line on the road ahead and we **drove** through it and it **was** hail!'.
 Sometimes we have to use the past perfect and past continuous to show background information and explain the causes of events.

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Read this summary of the story:

When they **were driving** to Rome, it started to hail. They were terrified, as they **'d never seen hail that big**, so they pulled over and waited for it to stop.

6 Look at the examples in the Grammar box. Work in pairs. Answer these questions.

- 1 Find an example of the past perfect simple and of the past continuous.
- 2 Which form shows an action was in progress at the same time as another, but was unfinished or interrupted?
- 3 Which form shows an action finished before a previously mentioned action or before the story began?

7 Complete this summary of the second story from Exercise 4 with the correct form of the verbs.

We were in Sardinia and we ¹ _____ (visit) this little village. It ² _____ (be) boiling all day and in the evening we ³ _____ (take) a walk along the beach when suddenly we ⁴ _____ (see) this incredible forked lightning. It ⁵ _____ (start) spitting and then just two seconds later, it started pouring down. As we ⁶ _____ (not bring) an umbrella, we just ⁷ _____ (run) to the nearest café we ⁸ _____ (can) find. It can't have been more than a minute, but we got absolutely soaked. I must have emptied a litre of water out of my shoes!

G See Grammar reference 7A.

8 Choose one of these sentences and use it in a story about weather. Imagine what happened before and afterwards. Use the past continuous and past perfect at least once.

- 1 We were absolutely soaked by the end of it.
- 2 The roads were really icy.
- 3 We couldn't see a thing.
- 4 The wind was so strong it nearly blew me over.

9 Tell your story to a partner.

DEVELOPING CONVERSATIONS

Making stories more dramatic

Read three patterns you heard in Exercise 4 that make the story more dramatic.

- a They were **as big as** golf balls. (as + adjective + as to make comparisons)
- b Honestly, they were hitting the car **so hard**, they nearly broke the windscreen. (so + adverb + result)
- c I must've poured **something like** a litre of water out of my shoes. (something like + number)

10 Look at the Developing conversations box. Write four sentences about these things using patterns from the box. Share your ideas with a partner.

- 1 how hot / cold / wet / windy, etc. the weather is
- 2 how big / small / clean, etc. a place is
- 3 how posh / dangerous, etc. an area is
- 4 how good / bad, etc. a film or book is

CONVERSATION PRACTICE

11 Think of a time when you experienced extreme weather. Prepare to tell your story.

- Describe where you were, what you were doing and what happened.
- Think about when you could use the past continuous or past perfect and how to make the story dramatic.

12 Work in pairs. Take turns to tell your story. Show interest in your partner's story and ask questions. Use some of these phrases.

Do you know what happened to me [last night]?
 I had this really [scary] experience when I was [on holiday] ...
 Really? What happened?
 Actually, that reminds me of ...



Animals making headlines

IN THIS LESSON, YOU:

- practise relating news stories about pets and wildlife
- discuss attitudes to animals from different perspectives
- practise recognizing connected word forms when reading
- explain different trends and what you think of them

SPEAKING

- 1 Work in groups. Rank the animals from 1 to 8 for each category (a–d), where 1 is the least and 8 is the most (e.g. endangered).

bull cat dog frog rat snake tiger whale

- | | |
|-------------------|------------------|
| a most endangered | c most dangerous |
| b most useful | d best pet |

READING

- 2 Work in pairs. Read the headlines and phrases from four news articles. Check any words you don't know. Discuss what you think the articles are about.

- Splendid Frog sounds alarm**
a target for smugglers / be stopped, if not reversed
- Abandoned cat ensures business's success**
at the point of going bankrupt / set up a shelter
- Victory in bullfighting fight**
voted to lift a ban / subsidies are being reviewed
- Controversial research lab finally opens**
investigate conditions / intimidate people

- 3 Work in two pairs within a group of four. Read your articles and check your ideas from Exercise 2.

Pair A: Read the articles on page 71.

Pair B: Read the articles in File 7 on page 194.

- 4 **M** Discuss what you understood with your partner. Decide what information from the articles you would NOT include if you had to explain them to someone else.

- 5 Change partners. Without looking at your articles, explain the stories to each other.

- 6 Now read the two articles you didn't read on page 71 or 194.

- 7 Work in pairs to complete the phrases from the articles. Each pair includes different forms in the same word family.

- | | |
|----------------------------------|---------------------------------------|
| 1 save it from <i>bankruptcy</i> | at the point of going <i>bankrupt</i> |
| 2 be an ongoing _____ | a _____ research lab |
| 3 a sixth great _____ | be declared _____ |
| 4 see it as under _____ | send _____ letters |
| 5 opponents highlight the _____ | claim that vivisection is _____ |
| 6 _____'s own survival | the result of _____ activity |
| 7 _____ are being reviewed | be _____ by local government |
| 8 get an instant _____ | _____ with demonstrations |
| 9 their _____ is increasing | a _____ art form |

GRAMMAR

Participle clauses

We can sometimes replace a relative pronoun + verb with an -ing or -ed participle of the verb.

a laboratory *which is funded* by Oxford University

a laboratory **funded** by Oxford University

carry out experiments *which investigate* conditions

carry out experiments **investigating** conditions

- 8 Look at the examples in the Grammar box. Then answer these questions.

- Is the verb in bold in the sentences active or passive?
- How would you say these sentences using a full relative clause in place of the participle clause in bold?
 - Activists *tried to intimidate people* **involved in the project**.
 - The numbers of people **attending bullfights** are in decline.

- 9 Choose the correct option to complete the phrases.

- the number of pets *abandoning* / *abandoned* by their owners
- the number of species *dying out* / *died out*
- the number of people *becoming* / *become* vegan
- the number of people *curing* / *cured* of cancer
- the amount of money *making* / *made* by supermarkets last year
- the amount of forest *destroying* / *destroyed* each year
- the amount of pet food *selling* / *sold* last year
- the amount of support *giving* / *given* to oil companies

- 10 Work in pairs. Discuss the trends in Exercise 9 with reference to your country.

- Do you think the numbers are going up or down?
- What might be the cause or result of the change in each case?
- Do you think the change is a good thing?

I think maybe the number of pets abandoned by their owners has gone up. You see more cats and dogs in the street. I think maybe it's because people bought a dog when they were spending more time at home. It's awful.

- G** See Grammar reference 7B.

SPEAKING

- 11 Work in groups. Tell the group about a story from the news or your own experience, on one of these topics.

- a pet or abandoned animal
- endangered or extinct animals
- animal rights campaigns
- activities involving animals



Abandoned cat ensures business's success

An abandoned cat has saved a restaurant from bankruptcy and ensured its ongoing success. The Diorama restaurant, in Osaka, was originally set up to show off the elaborate model railway built by the restaurant's owner, Naoki Teraoka. But Teraoka's business ran into trouble during the pandemic and he was at the point of going bankrupt when a tiny, ill kitten turned up.

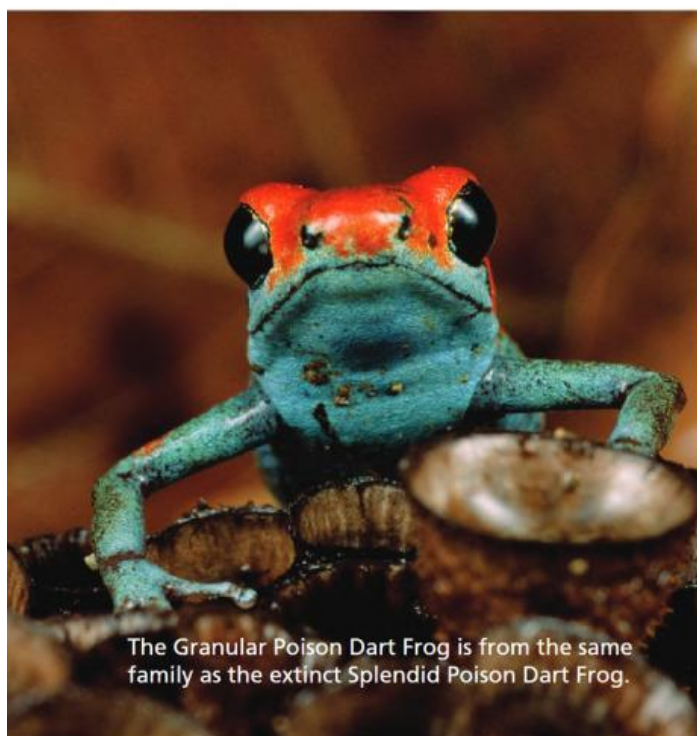
Teraoka took pity on the abandoned animal and it was soon joined by the rest of its family. After giving shelter to the abandoned cats, he took photos of them walking around his models, like the great Godzilla monsters from the famous

Japanese movies, and started posting the photos on Instagram. They got an instant response and he soon had visitors from all over coming to the café to see the cats for themselves. The business is now booming.

Cat cafés were already a big thing in Japan and their popularity has been increasing worldwide. People who are unable to keep pets, due to lack of living space or strict rules by landlords, can pay to come in the café and pet the animals. Other visitors come with a view to adopting a cat if they find a good match.

Mr Teraoka has now also set up a shelter, which has rescued over one hundred more abandoned cats.

SPLENDID FROG SOUNDS ALARM



The Granular Poison Dart Frog is from the same family as the extinct Splendid Poison Dart Frog.

The Splendid Poison Frog of Panama was officially declared extinct last month, despite efforts to save it. Although the frog, a member of the poison dart frog family, had been hit by a disease, the extinction is considered mainly the result of human activity.

The frog's habitat in humid cloud forests had been severely reduced as trees were cut down for their timber and in order to create farmland. It had also been a target for smugglers, who would capture and sell the frog to collectors attracted by the species' brightly coloured skin.

The event has been offered as further evidence that the Earth may be entering a sixth great extinction, which could see hundreds of thousands of species die out and may eventually threaten humanity's own survival.

Unlike previous great extinctions, such as when the dinosaurs died out, the current crisis is largely man-made and could, according to experts, be stopped, if not reversed. New laws could protect vital habitats, while ongoing research could find cures for diseases affecting endangered species.

There are also more radical initiatives, such as a programme in Colombia where poison dart frogs are bred for collectors at a cheaper price than those smuggled from the wild.

Sadly, such initiatives are too late for the Splendid Poison Frog, but hopefully, not too late for other poison dart frog species.

Plant life

IN THIS LESSON, YOU:

- discuss attitudes to nature through different quotes
- practise listening for the main ideas in different conversations about plants
- share your knowledge of plants and nature
- practise recognizing new words or meanings you hear in context

SPEAKING

1 Work in groups. Discuss the questions.

- 1 Do you think it's important for people to spend time in the countryside? How much time do you spend there?
- 2 How much would you say you know about nature? Are you any good at recognizing and naming different trees, plants, birds, etc.? Do you know any names in English?
- 3 Do you have plants or flowers in your house? What state are they in? Do you have any problems with them? Who looks after them?
- 4 Have you ever done any gardening or helped in a garden or field? Did you enjoy it? Why? / Why not?

LISTENING

2 **FS** In conversations you may hear words you are unfamiliar with and want to ask about. Listen to five extracts and note down any words you are not sure of.

3 Work in pairs. Ask your partner about your words from Exercise 2.

A: What does ... mean?

B: I'm not sure – let's look online.

4 **▶** Listen to five conversations connected to plants and choose the best answers to the questions.

- 1 The man is unhappy. Why?
 - a Some plants he bought had a disease.
 - b He's suffering from depression.
 - c He hasn't looked after some plants correctly.

2 The woman doesn't like the plants. Why?

- a There are too many of them.
- b They're not very pretty.
- c They are damaging a building.

3 What was the problem with the flowers the woman gave?

- a Big bunches of flowers aren't normally given as a gift.
- b The flowers were a poisonous variety.
- c The flowers are normally given when someone dies.

4 The two men talk about a hobby. What happens in the conversation?

- a They compare their childhood experiences.
- b One man refers to a bad experience he had.
- c One man mentions a benefit of doing the hobby.

5 A man is talking to a woman. What's he doing?

- a explaining the recipe for a new dish they're having
- b describing a dish he liked when he was a child
- c offering a cure for an illness

5 Work in pairs. Compare your answers to Exercise 4. Explain your choices and why you think the other options are wrong.

6 **▶** Listen again. Note down any other words you are unsure of. Compare with a partner and see if they know what the words are.

Fields of lavender in Brihuega, Spain.



7 Work in pairs. Choose two sets of questions to discuss.

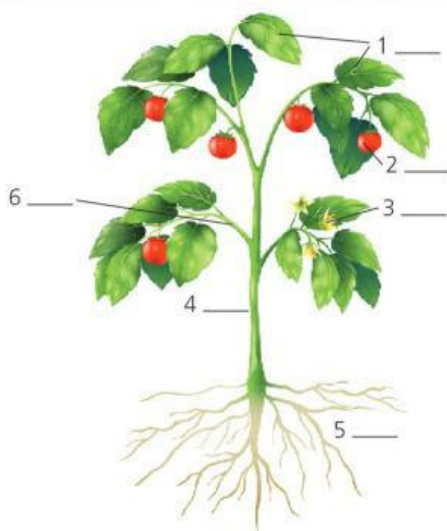
- Are there any invasive plants (or animals) in your country? What effect do they have? What's being done about it?
- Are any flowers or plants connected to particular festivals or events in your country? Is there a national flower or tree? What do they symbolize?
- Is there anything you swear by to solve different illnesses or problems?
- Have you had any close encounters with animals? What happened?

VOCABULARY Plants and metaphor

V See Vocabulary reference 7C.

8 Work in pairs. Label the drawing of a plant with these words.

blossom branch fruit leaf / leaves root stem



9 **▶** Listen to seven pairs of sentences. Decide if the words connected with plants in each sentence are used with the literal meaning from Exercise 8 (L) or a metaphorical meaning (M). Compare your ideas in pairs and discuss what the metaphorical meanings might be.

10 Work in pairs. Complete the sets of phrases with one word from Exercise 8. Decide which two phrases in each set are metaphorical. Do you have the same metaphor in your language?

- buy some fresh _____
the _____ of research
the hard work is beginning to bear _____
apples, bananas and other _____
- take a _____ out of their book
sweep up the _____
the _____ look a bit dry
_____ through a magazine
- a fallen _____
climb onto a _____
_____ out into a new market
a _____ of mathematics
- it rots the _____
get to the _____ of the problem
dig out the _____
trace their _____s back to the 17th century
- _____ yourself on the sofa
_____ the idea in my head

water the _____s
sell pot _____s

- cherry _____
it's in _____
have a _____ing career
_____ into a major force
- a strong _____
break the _____ of a wine glass
it _____s from the fact that
_____ the flow of blood with a tissue

11 Work in pairs. For each word in Exercise 8, take turns to give an example sentence using the collocations in Exercise 10.

SPEAKING TASK

12 M Work in pairs. Read the quotes and follow the instructions.

There's no such thing as bad weather, only different kinds of good weather.

—John Ruskin

You drown not by falling into a river, but staying submerged in it.

—Paulo Coelho

The animals of the world exist for their own reasons. They were not made for humans any more than black people were made for white or women created for men.

—Alice Walker

The greatness of a nation and its moral progress can be judged by the way its animals are treated.

—Mahatma Gandhi

A tree has roots yet reaches for the sky. It tells us that in order to aspire we need to be grounded and that no matter how high we go, it is from our roots that we draw sustenance.

—Wangari Maathai

Friendship is a plant we must often water.

—German proverb

- Decide what the quotes mean or how you might translate them into your language.
- Think of an example from real life to illustrate each quote.
- Discuss how far you agree or disagree with each quote and why.
- Find one more quote online using a nature metaphor (or invent one!) to share with the class.
- As a class, decide on the best quote.

MY OUTCOMES

Work in pairs. Discuss the questions.

- What conversations, discussions or roleplays did you find enjoyable?
- How can you tell stories better to make them more interesting and dramatic?
- What did you find challenging about the reading or listening texts?
- What can you do at home to revise language from this unit?