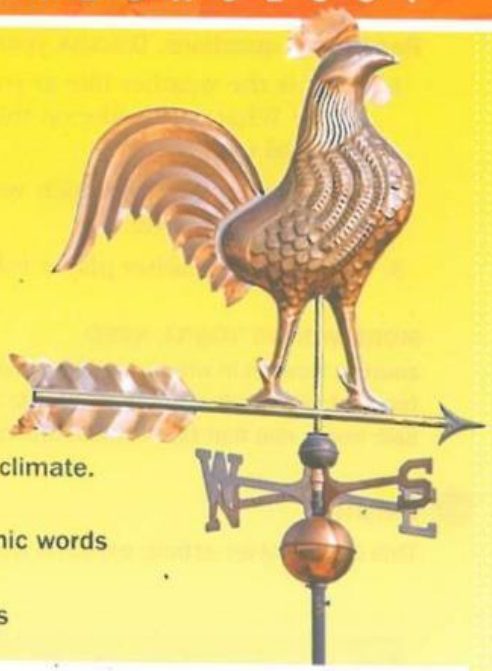
UNIT 5

Weather Warnings



In this unit, you will

- read about the role of weather experts in court and about the relationship between weather and climate.
- review outlining.
- increase your understanding of the target academic words for this unit.

READING SKILLS Reading Charts and Graphs

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in *either* speaking *or* writing	used the word confidently in *both* speaking *and* writing
AWL						
assist						
coherent						
core						
energy						
ensure						
exhibit						
interval						
orient						
phenomenon						
previous						
reinforce						
route						
section						
strategy						

Outside the Reading What do you know about meteorology? Watch the video on the student website to find out more.

Oxford 3000™ keywords

LIVEWORKSHEETS

Before You Read

Read these questions. Discuss your answers in a small group.

1. What is the weather like at your school or university today? How do you know? What was it like on this date last year? If you don't know, how could you find out?
2. Name some ways in which weather affects business. In what ways is bad weather expensive?
3. How might weather play a role in solving crimes?

MORE WORDS YOU'LL NEED

court: a location in which public arguments about legal issues take place
forecast: a prediction of future events; often used in reference to weather
hail: frozen rain that falls in hard, round balls, even in warm weather

Read

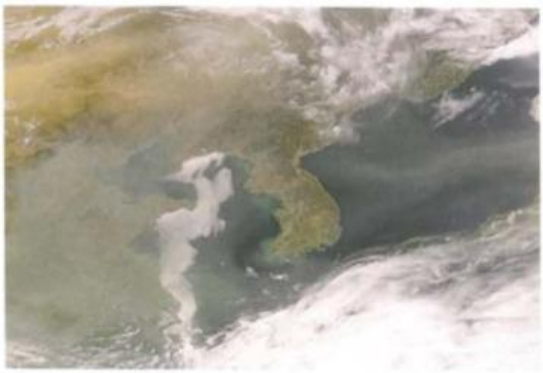
This online news article explains how weather data is helping settle court cases.

The Weather Goes to Court: Forensic Meteorology

The witness testified that she had heard the defendant confess to stealing a car. She was sitting on a park bench, she said, when the defendant, speaking loudly and pointing forcefully toward the parking lot, told another man he had just "jacked[1] that silver Toyota." She said she could easily overhear it because the defendant was standing only about 50 yards northeast of her. She knew it was him because he was on a small hill where she could easily see him. The prosecutor thanked her and she sat down.

It was the defense attorney's turn. His **strategy** was to make the jury doubt what they had just heard. He called a new witness, a meteorologist. People throughout the courtroom wondered: Why call a weather expert?

The expert confidently stated that it had been sunny with excellent visibility on the day in question. Weather records said so. Could the **previous** witness have seen the defendant talking? The weather would not have been a problem, the expert said. Could she have overheard what he said? "Well, the way she described it, probably not. The wind was a bit



Satellite photos can provide evidence of weather events.

[1] *jacked:* slang for "stolen"

LIVEWORKSHEETS

strong that day, out of the southwest at about 15 miles per hour. He was northeast of her and standing on a hill. Sound waves heading into wind get pushed upward. By the time they had traveled 50 yards, they would have been too high to reach her ears."

WEATHER "BACKCASTS"

This case **exhibits** how meteorology can be considered a branch of forensic science. The term *forensics* comes from a Latin word that means "arguing for or against a position." In common modern usage, it means "the practice of discovering material that can be used in court cases or other disputes." Sciences from anthropology to zoology have been put to forensic use. Forensic meteorology can contribute to the picture of the conditions surrounding a crime or an accident. Rather than providing a forecast of what the weather might be in the future, forensic meteorologists specialize in "backcasts" of what the weather was at a given time in the past.

CAREFUL RECORDS

Weather **phenomena** have been measured and carefully recorded for hundreds of years. In the United States and many other countries, daily records of air temperature, sky conditions, precipitation[2], and wind are available for almost any inhabited place. What was the weather in New York like for George Washington's 1789 inauguration as the first president? Clear skies with a high temperature of 59° Fahrenheit.

THE VALUE OF AN EXPERT

Anyone with an Internet connection can find that information in five minutes, without any **assistance** from a highly paid meteorologist. An expert's true value is presenting data to **orient** you to the general circumstances and then interpreting that data and pointing out possibilities. The expert analysis draws scattered facts together into a **coherent** picture.

For example, imagine that a farmer wants his insurance company to pay for storm damage to his crops. A large **section** of his cornfield has been flattened. Official records say hail fell that day. He blames the hail for the damage to his crops, and his policy clearly covers hail damage. His insurance company disputes the **core** argument of his case—that the damage was done by hail. The company denies the claim. The farmer, moved to action by the prospect of collecting tens of thousands of dollars, takes the company to court.



Hail from a thunderstorm damages crops.

The insurance company calls in a forensic meteorologist. The company's lawyer shows photographs of the farmer's damaged corn-stalks, which all fell to the ground in the same direction. The destructive **energy** of hail, she testifies, produces damage from above, not from the side. She also says that sophisticated radar data show that the storm, as it passed over the farm, lacked the strong updrafts needed to produce hail. Hail was recorded at the weather station 30 miles away, about six minutes before the storm reached the farm. But in that short **interval**, the character of the storm changed. This evidence has given the judge strong doubts about the farmer's claim. These doubts are **reinforced** when the meteorologist explains that radar data also show an extremely strong burst of wind at the farm's location. The judge eventually rules that the crop damage was caused not by hail but by wind. The farmer's policy does not cover wind damage.

QUALIFICATIONS

The tools of forensic meteorology continually get more precise, more affordable, and easier to use. Any eager entrepreneur who wants to start a weather-consulting business can buy and operate the necessary equipment. So what **ensures** that someone claiming to be a

[2] *precipitation:* moisture from the air that falls to the ground, e.g., rain or snow

LIVEWORKSHEETS

forensic meteorologist really is? Neither the federal government nor any state officially licenses meteorologists. The best **route** to professional status is to earn the title of Certified Consulting Meteorologist from the American Meteorological Society (AMS). Experts with that credential have demonstrated to the AMS that they know what they are doing and are honest. Those are very good qualities to have when you step up to the witness stand in a court of law.

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 1. Use the dictionary to help you understand new words.

___ 1. Sound waves have enough energy to travel straight through a strong wind.

___ 2. Meteorologists often act as judges in court.

___ 3. Forensic scientists discover and interpret evidence to use in court cases.

___ 4. George Washington became president of the United States on a sunny day in New York.

___ 5. Weather records for previous years are available only to certified meteorologists.

___ 6. Hail typically has a downward orientation, not a sideways orientation.

___ 7. Only records at an official weather station can be introduced in court.

___ 8. An insurance policy might cover one type of weather phenomenon but not another.

___ 9. A forensic meteorologist must have a license from the federal or state government.

___10. A professional organization certifies meteorologists to ensure that they have competency in the core areas of meteorological science.

READING SKILL Reading Charts and Graphs

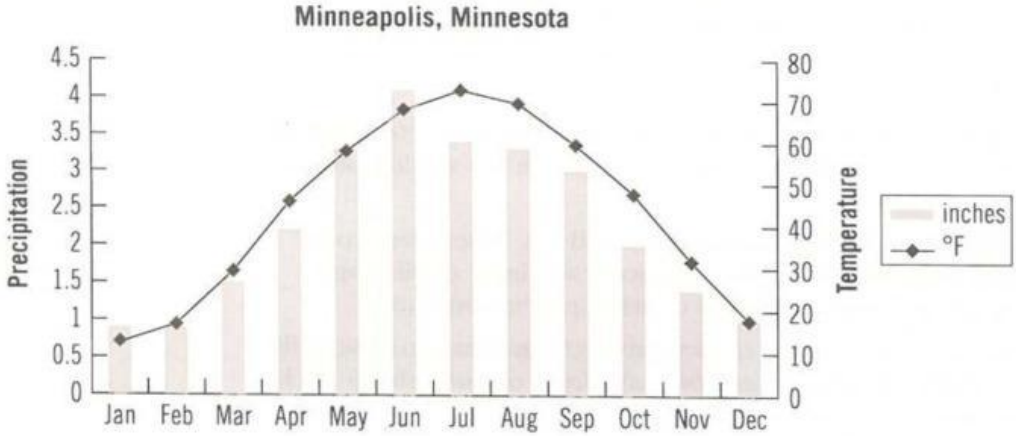
LEARN

A reading text may include a chart or a graph to show relationships among ideas. A chart usually has vertical columns and horizontal rows. A graph looks more like a picture, such as a set of lines, an arrangement of bars, or a circle divided into sections.

LIVEWORKSHEETS

APPLY

Look at the graph showing average temperature and precipitation data for a city in the midwestern United States. Answer the questions that follow in your notebook. Compare answers with a partner.



1. What is the coldest month in Minneapolis ?
2. What is the warmest month?
3. What is the wettest month?
4. What are the driest months?
5. In which months are the average precipitation levels the same?
6. In which two months are the average temperatures the same?
7. What is the relationship between average temperature and precipitation?
8. If you were going to visit Minneapolis, when would you go? Why?

REVIEW A SKILL **Outlining** (See p. 52)

Review the Reading Skill material about outlines in Unit 4. Add more detail to this outline from "The Weather Goes to Court: Forensic Meteorology."

I. A sample case

_____

II. What forensic meteorology is

_____

III. Weather records

_____

IV. The value of an expert

_____

V. Qualifications

_____

WEATHER WARNINGS
LIVEWORKSHEETS

Vocabulary Activities STEP I: Word Level

A. **Read these excerpts from a college textbook about meteorology. For each excerpt, cross out the one word or phrase in parentheses with a different meaning from the other three choices. Compare answers with a partner.**

1. The study of weather (*extremes / events / phenomena / happenings*) before humans began recording events is called paleometeorology (PM), the prefix *paleo-* meaning "old."
2. Perhaps the best-known achievement of PM is the development of techniques for reading ice (*cores / routes / samples / specimens*) from the world's oldest ice fields.
3. Tubular drills penetrate hundreds of meters into solid ice. When they come back up, they contain long cylinders of layered ice, each layer exhibiting a distinct (*period / interval / time / strategy*) of atmospheric conditions.
4. In one layer, bubbles of a certain form of oxygen might indicate an especially warm set of years. Another layer may (*exhibit / display / orient / show*) flecks of volcanic ash from a period of many eruptions.
5. Ice cores cannot indicate weather from day to day, or even from one year to the next. Instead, they (*assist / reinforce / aid / help*) scientists in seeing long-term changes over periods of hundreds of years.
6. Ice cores are used with other indicators of climatic conditions to develop a(n) (*unified / coherent / engaging / integrated*) account of what happened on the Earth before weather data was recorded.
7. For example, many scientists claim that from about 800 CE to 1100 CE, the climate was unusually warm. Evidence of plant life, core samples of soil, erosion patterns in rocks, and accounts of human activity all (*indicate / reinforce / confirm / strengthen*) this claim.
8. The end of the warm weather (*ensured / energized / guaranteed / made it certain*) that plants and animals could no longer live as far north as they had in previous centuries.

B. **What did you do (or what do you usually do) in the interval between these events? List as many things as you can in your notebook. Discuss your list with a partner. How similar are your results?**

1. the interval between very cold weather and very warm weather
2. the interval between finishing one school year and starting another
3. the interval between the first and second acts of a play
4. the interval between taking a test and getting the results
5. the interval between something bad you did as a child and your parent(s) finding out about it
6. the interval between sending an important text message and waiting for the reply

LIVEWORKSHEETS

The word *strategy* means "plan of action." It is used mostly in the context of government or business, but individuals can also have personal strategies for accomplishing things.

CORPUS

C. **Imagine you want to find out what the weather was like on the day and in the place your mother was born. Check (✓) the strategies you would use. For each strategy you check, be prepared to say how it might be useful and what difficulties it might present. Discuss your answers with a partner.**

___ 1. examine the rings of a tree trunk
___ 2. talk to very old people
___ 3. visit the headquarters of the National Weather Service
___ 4. do an Internet search
___ 5. visit the library at your school or university
___ 6. talk to your mother or father

Vocabulary Activities STEP II: Sentence Level

Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
energy	energize	energetic	energetically

In this unit, *energy* refers to forces or sources of power in the environment. Heat, coal, gas, wind, and water can all be sources of energy.

*The **energy** from the storm originated in the Pacific Ocean.*

When *energy* is used to refer to people, it means "the ability to be very active" or "to activate something or someone."

*People usually have less **energy** in hot weather.*

*The cool weather has really **energized** me to finish the work in the garden.*

CORPUS

D. **Write answers to the questions in your notebook, using the word in parentheses. Refer to Reading 1 for information. Compare answers with a partner.**

1. In the opening scenario of Reading 1, what did the witness say she saw? (*energetically*)

   *The witness said she saw the man **energetically** talk about how he had just stolen a car.*

2. According to the meteorologist, why did the witness probably not hear the defendant? (*energy*)
3. Why did the farmer decide to take the insurance company to court? (*energize*)
4. Why does hail do damage to the hood of a car but not the tires? (*energy*)
5. Who can become a forensic meteorologist? (*energetic*)
6. What should a meteorologist understand in order to be certified? (*energy*)

LIVEWORKSHEETS

Word Form Chart			
Noun	**Verb**	**Adjective**	**Adverb**
assistance assistant	assist	assisted	_____
coherence	cohere	coherent	coherently
exhibit exhibition	exhibit	_____	_____
phenomenon (plural: phenomena)	_____	phenomenal	phenomenally
section	section	sectional	sectionally

E. **Read these sentences about some research on lightning. Then answer the questions that appear after each piece of information in your notebook. In each answer, use a form of the word in parentheses. Be prepared to read aloud or discuss your answers in class.**

1. Researchers at Duke University have begun analyzing data for a hypothesis about the connection between lightning and the emission of high-energy gamma rays coming from Earth's own atmosphere.

   What will be the result of all the separate pieces of data? (*coherence*)

   A **coherent** explanation

2. Natural emissions of gamma rays—extremely energetic forms of electromagnetic radiation—are usually caused only by high-energy events in space.

   What usually causes emissions of gamma rays? (*phenomenon*)

3. In 1994, scientists detected gamma rays that showed signs of originating near the Earth's surface. And researchers quickly found evidence that those emissions were connected to lightning.

   What was special about the gamma rays found in 1994? (*exhibit*)

4. With the help of the National Science Foundation, the Duke researchers tried to define that connection. They found that, on average, one of these TGFs (terrestrial gamma-ray flashes) occurs about 1.4 seconds before an actual lightning flash.

   How did the Duke researchers get the money and resources to pursue their research? (*assist*)

5. The exact cause of these TGFs remains unclear. The researchers have begun looking at different areas of thunderclouds. They believe something happens near a cloud top during a thunderstorm to create extremely powerful electron beams.

   How are the scientists examining thunderclouds? (*section*)

6. Whatever causes TGFs probably depends on atmospheric occurrences found only in the tropics.

   Why wouldn't scientists be able to find TGFs in Canada? (*phenomenon*)

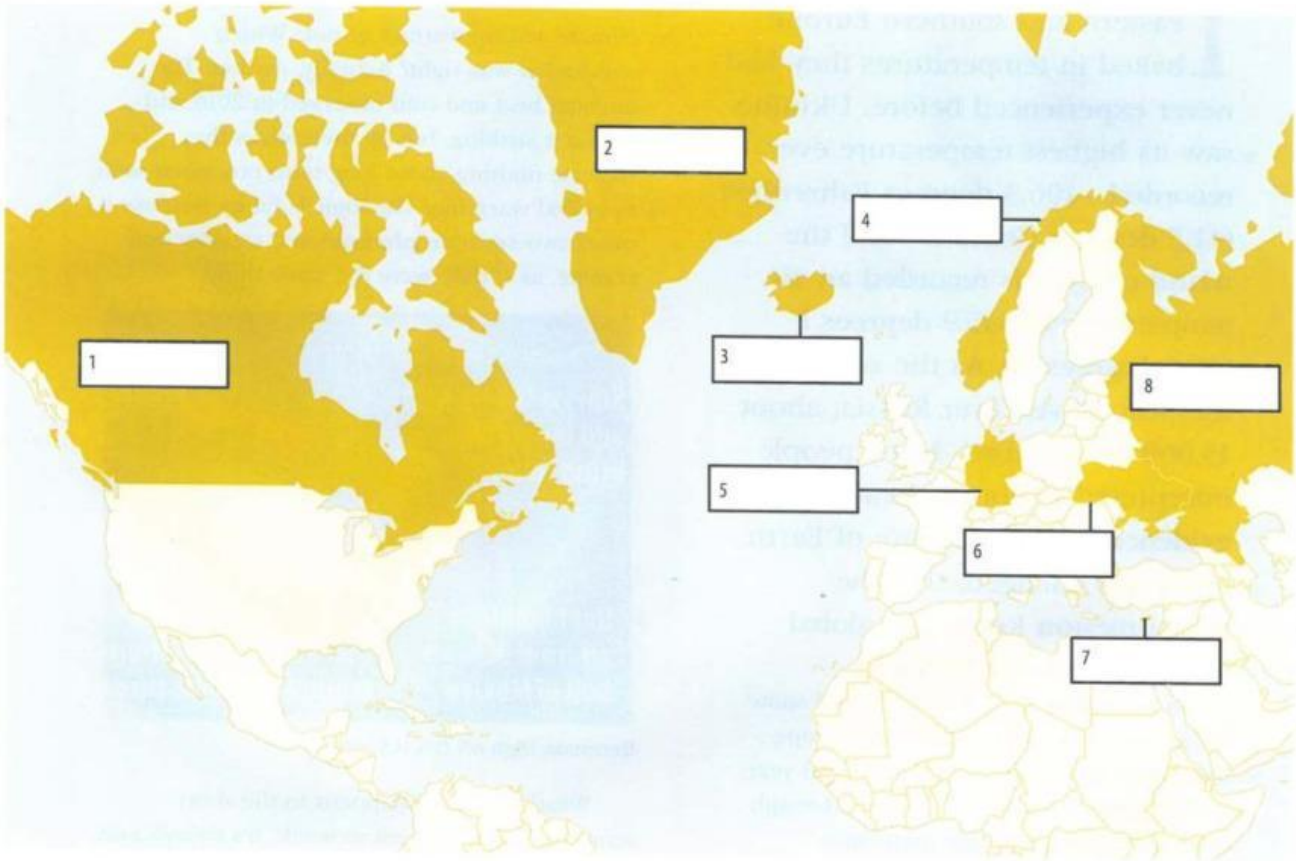
LIVEWORKSHEETS

READING 2

Before You Read

Read these questions. Discuss your answers in a small group.

1. Think about the weather when you were a child. Does the weather in your hometown now seem different from then? If so, how?
2. In the place you now live, what are the seasons of the year? What are the characteristics of each season?
3. Look at the map and locate these places: Greenland; Iceland; Norway; Canada; Germany; Ukraine; Russia; Cyprus. Write each name in the proper blank. What do you know about these areas?



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

LIVEWORKSHEETS

Read

This newspaper article discusses one issue in the debate about climate change.

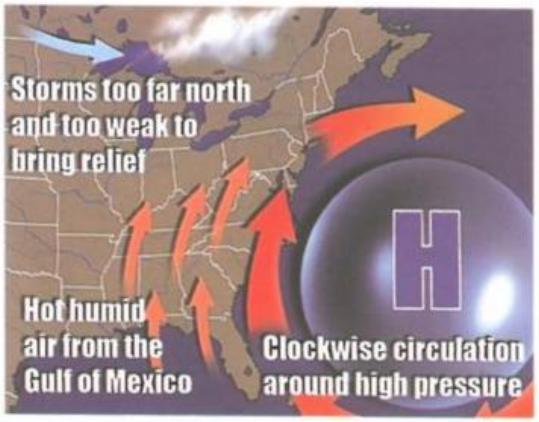
Weather, Climate, or Both?

In the summer of 2010, parts of eastern and southern Europe baked in temperatures they had never experienced before. Ukraine saw its highest temperature ever recorded—106.3 degrees Fahrenheit (41.3 degrees Celsius)—and the island of Cyprus recorded an air temperature of 115.9 degrees F (46.6 degrees C). As the **core** of the heat moved over Russia, about 15,000 people died. Many people interpreted the brutal heat as evidence that the climate of Earth really has changed, that the **phenomenon** known as global warming[1] has really set in.

In December 2010, several feet of snow fell in some **sections** of northern Europe that normally get only a few inches all year. Several cities in Germany shivered through coldest-ever temperatures sometimes reaching –20 degrees Celsius (–4 degrees F). In 2011, New York City posted its snowiest January on record, as the monthly snowfall total hit 36 inches (91.4 cm). The normal snowfall in the city for an entire year is 22.4 inches (56.9 cm). Many people interpreted the cold and snow as evidence that Earth's climate could not possibly be getting warmer.

A LOGICAL PROBLEM

Two opposite conclusions were drawn, each with evidence that was recent and easily observed by millions of people. Was Earth's climate getting warmer or not? Which conclusion was right? Actually, neither. The unusual heat and cold observed in 2010 and 2011 are striking, but by themselves they indicate nothing about long-term processes such as global warming. The logic is faulty because it treats two separate **phenomena**, weather and climate, as if they were the same thing.



Bermuda High off the U.S. coast

Weather is what happens in the short term—day to day, week to week. It's today's rain or tomorrow's sunshine or the strong wind that messes up your hair. Climate **exhibits** itself over much longer periods. Weather indicates climate, but only if observed long enough to tell a **coherent** tale. A weather pattern that occurs in 40 years out of 50 may start scientists suspecting[2] a climate change. The scientists—or their grandchildren—would feel a lot more confident announcing climate change if the pattern held for 80 years out of 100.

Of course, climate determines what weather is normal. Consider the "Bermuda High" that

[1] *global warming:* a process by which Earth's overall average temperatures are rising
[2] *suspecting:* thinking—but not being entirely sure—that a bad thing is true

LIVEWORKSHEETS

establishes itself over the Atlantic Ocean each summer. This qualifies as a climate feature because there is long-standing evidence of it, and it influences the weather over a very large region for a very long time. A strong Bermuda High has many effects on weather. For one thing, it **ensures** that hot and humid air flows over the southeastern United States and even reaches more northerly cities like Washington, D.C. For another, a strong Bermuda High steers the **energy** of many July and August storms northward along the U.S. Atlantic coast instead of westward to the Gulf of Mexico. Meteorologists trying to guess where a hurricane may go are likely to check the strength of this climate feature before making predictions.

CLIMATE CHANGE AND HISTORY

Climate change can have huge effects. In ancient Rome, North Africa was known as "the granary[3] of the empire," providing much of the Romans' wheat and other basic foods. Then, in about 100 BCE, the North African climate became far drier than in **previous** times, limiting farming to a few narrow strips beside the Mediterranean Sea. In northern Europe the **interval** from about 950 CE to 1250 CE, known as the Medieval Warm Period, altered civilizations. Ice in the North Atlantic Ocean melted enough to clear new sailing **routes**, and the Vikings of Denmark and Norway took advantage of the change. They settled Iceland, established farm communities in southwest Greenland, and even sailed to what is now Canada. Then, in the late 1200s, northern Europe's climate changed again, becoming much cooler. Vikings could no longer sail ice-free seas from Europe to **assist** their Greenland colony, which gradually died off. Iceland remained inhabited, but life was much harder than during the warm period.

Climatologists keep trying to develop a **strategy** for detecting climate changes without waiting a hundred years. They've run weather data through some of the world's most powerful computers. Some of their models say that a warmer Earth would see greater extremes—hotter summers and colder winters and more vicious storms year-round. But when Cyprus broils or New York City gets buried in snow, is that an example of what the models predict? No one really knows. The fact that all of the Earth's ten hottest years on record have occurred since 1998 easily **reinforces** the belief that Earth's climate is warming. Then again, climatologists say that even this impressive statistic could just be a coincidence. Climate change is clearly visible only in hindsight, after it has already occurred. ■

[3] *granary:* a place where grain, such as wheat or corn, is stored

Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 2. Use the dictionary to help you understand new words.

___ 1. Europe's summer heat in 2010 shows that Earth's climate is certainly warming.

___ 2. In 2011, New York City had more snow in a month than it normally has in a whole year.

___ 3. The unusual heat and cold in 2010 and 2011 are climate phenomena, not weather.

___ 4. Weather is measured over longer time periods than climate is.

___ 5. The Bermuda High is classified as a climate feature partly because it has appeared almost every year for a long time.

___ 6. Because of climate change, North Africa is less suitable for farming now than in the days of the Roman Empire.

___ 7. The Medieval Warm Period prevented the Vikings from reaching their colony in Greenland.

LIVEWORKSHEETS

___ 8. In about 950 CE and about 1250 CE, weather changed but climate did not.

___ 9. Because all of the Earth's ten hottest years have been since 1998, scientists are now sure that a climate change has occurred.

___10. Climate change is nearly impossible to recognize until after it has happened.

READING SKILL Reading Charts and Graphs

APPLY

A biome is a type of environment that supports certain living things. Biomes are often identified by the types of plants that dominate in the area. For example, a deciduous forest biome is dominated by trees that lose their leaves in winter. Climate is crucial to the formation of biomes.

Description / climate of selected biomes

Biome	Description	Typical annual temperature range (degrees Fahrenheit)	Typical annual precipitation (inches)
Deciduous forest, (e.g., eastern U.S.)	Trees are oak, maple, beech, and other hardwoods. Four observable seasons: winter, spring, summer, and fall. Most trees lose their leaves in winter.	–22 to 86	between 29 and 59
Desert (e.g., Egypt)	Very dry. Large difference between day and night temperatures. Mostly in zones of falling air between 18 degrees and 28 degrees latitude, both north and south.	25 to 100	about 10
Grassland (e.g., Argentina; Southern Hemisphere)	Open, continuous grass and low-growing wildflowers over wide areas; generally flat. Rainfall is too low to support many trees. Soil beneath grass is often fertile.	–4 to 86	between 20 and 35
Rainforest (e.g., Belize)	Tropical rainforests are hot and moist all year. Temperate rainforests are cool and humid. No frost or freezes. High, broad canopy of leaves limits sunlight reaching the ground. Relatively few ground-level plants.	68 to 92	between 79 and 394
Shrubland (e.g., South Africa; Southern Hemisphere)	Usually on hilly, intermittently rocky ground on Western coasts of continents between 30 degrees and 40 degrees latitude, north and south. Small trees and aromatic herbs.	varies widely by elevation; range of –20 to 100 at about 500 feet of elevation	between 8 and 39
Tundra (e.g., Russia)	Bitterly cold in winter. Little rain year-round, but soil remains moist because of low evaporation. Most of the soil, except for the top 6 inches or so, stays frozen. Few trees or shrubs. Mostly moss, lichens, and low tufts of grass.	–40 to 64	between 6 and 10

LIVEWORKSHEETS

A. Using the information in the chart above, answer the following questions in your notebook.

1. Which biome has the widest range of temperatures? Which has the smallest range?
2. Which two biomes are the driest?
3. From the data in this chart, which two biomes are found between specific latitudes on Earth?
4. In your opinion, which biome would be the nicest to visit? Why?

B. Next, write three questions to ask a partner, based on the chart.

Vocabulary Activities STEP I: Word Level

A. Complete the sentences about "thundersnow" using the target vocabulary in the box. Use each item one time. Use the synonyms in parentheses to help you.

disoriented	exhibit	reinforces
energy	phenomenon	section

1. One Saturday morning in March 1993, many people in the eastern United States woke up to the sounds of high winds and crashing thunder. They were _____ (confused) by what they heard, and they ran to their windows to see flashes of light amidst heavy, blowing snow. Thunder and lightning during a blizzard?
2. Most snowstorms do not produce thunder and lightning because there is not enough _____ (power) in the atmosphere.
3. Although it is an unusual occurrence, thunderstorms can accompany a snowstorm. This weather _____ (happening) is known as *thundersnow*.
4. The troposphere is the _____ (part) of the atmosphere closest to Earth's surface. An extremely powerful winter storm system, if accompanied by intensely cold air in the upper regions of the troposphere, can produce thundersnow.
5. Although thundersnow is uncommon in most parts of the world, storms in the Great Lakes region of the northern United States and Canada do _____ (display) it.
6. Thundersnow also occurs around the Rocky Mountains of western North America, particularly during the spring and fall. The great height of the western slopes of the mountains _____ (strengthens) the rising air.

LIVEWORKSHEETS

B. **Many academic words are also considered formal words. Which of the target words in this unit (see the chart on page 65) are more formal synonyms for these informal words? Be sure to use the right forms of the target words.**

Informal	Formal
1. earlier	_____
2. show	_____
3. strengthen	_____
4. way	_____
5. main	_____
6. break (time period)	_____

C. **Read the sample sentences that feature forms of the word *orient*. Then answer the questions below in your notebook, using a dictionary as suggested. Compare answers with a partner.**

a. Before the school year starts, new students attend a one-day **orientation**.
b. After getting off the roller coaster, Andrea felt dizzy and **disoriented**.
c. Keep heading north. If you get confused, that bright star can **orient** you.
d. Children can attend the workshop, but it's really more adult **oriented**.

1. Check (✓) the word closest in meaning to *orient*. Consult your dictionary before you answer.

___ direct ___ configure ___ expose ___ mentor

2. Match the form of *orient* in each sentence with one of the meanings below.

confused **informational meeting** **point in the right direction** **suitable**

a. _____ c. _____

b. _____ d. _____

3. Look at the sample sentences in your dictionary for *orient* and its forms. Who or what is being oriented or disoriented in each of those samples?

4. Does *orient* have any forms that are not used in the sample sentences in the box above? If so, what are they? Consult your dictionary.

Vocabulary Activities STEP II: Sentence Level

The adjective *coherent* refers to things fitting together in a logical order, or being clear and easy to understand. The noun is *coherence*.

*The police have a **coherent** plan in place for rescuing people after a snowstorm.*

To indicate the opposite, you can say that something is *incoherent* or that it *lacks coherence*.

*His essay on gamma rays has a lot of good information, but it lacks **coherence**.*

CORPUS

LIVEWORKSHEETS

D. **Check the things for which coherence is very important. Then write a few sentences in your notebook for each item explaining why coherence is or is not important. Discuss your choices in a small group. Refer to your explanations when you argue your point.**

___ 1. a children's storybook
___ 2. directions to a business
___ 3. a painting
___ 4. the way you study for a test
___ 5. city streets
___ 6. a friend's story about her vacation
___ 7. the arrangement of items in a grocery store
___ 8. music

The verb *exhibit* means "to show something to the public." The noun forms in this context are *exhibition* and *exhibitor*.

*The people who were rescued **exhibited** signs of disorientation.*

*She **exhibited** her paintings in the New Artists **Exhibition** downtown, which had more than 100 **exhibitors** in all.*

In legal proceedings, such as trials and lawsuits, the pieces of physical evidence that each side presents are referred to as *exhibits*.

*The lawyer for the defense presented the broken fencepost as **Exhibit** A.*
*He entered about twenty **exhibits** into evidence.*

CORPUS

E. **You are the lawyer for the defense. Read the summary of the facts in this case and answer the questions that follow on this and the next page.**

Case summary: Your client, Mr. Logan, was driving home from work. While en route, a snowstorm started and he became disoriented. He drove into the yard of a neighbor, Mr. Simms, and knocked down his fence. Mr. Logan continued back to the road and went home. The next day, he went to Mr. Simms and explained what happened. Logan assisted Mr. Simms in repairing the fence and even reinforced it to ensure that it would be strong all winter. He paid for all materials. Two months later, Mr. Simms's lawyer called your client to tell him that Simms was suing him for $5,000.00. Simms claims that repairing the fence is not enough. His yard will need work in the spring, which Logan should pay for, and Logan should be punished for his bad driving.

1. What strategy will you use in this case?
   a. Prove Mr. Logan is an excellent driver. This is one minor mistake that he has done his best to correct. He should not be punished in any way.
   b. Present Mr. Logan as an equal victim in this situation. Both parties suffered because of weather phenomena that they could not control.
   c. Paint Mr. Simms as a greedy man who is only trying to get money from Mr. Logan.
   d. Argue that the interval between accident and claim was too long. Any claim against any person should be made in a timely manner. If the judge allows this, then anyone who ever made a mistake could be sued at any time in his or her life, which is unfair.
   e. Other: _____

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