

4 From fire to snow

Unit profile

Vocabulary: Extreme weather
Reading: An article
Grammar: Past simple; *used to*
Vocabulary: Phrasal verbs
Listening: Lost on a mountain
Speaking: Talking about past experiences

Warmer

Write these words on the board: *hot, wet, dry, cold*. Ask students to name a country that experiences each type of weather (e.g. Thailand, Belgium, Morocco, Sweden) and to describe the weather in their country, regions in their country or other countries they have visited. Ask them if they have ever been in a snowstorm, tornado or thunderstorm, and if so to say how they felt. Write any useful weather-related vocabulary on the board and check meaning.

Your profile


Ask students to make notes to answer the questions. Put them into pairs to exchange ideas and opinions. Encourage them to move the conversation forward by responding to each other's opinions. Invite two or three students to give opinions and say who shares the same ideas.

VOCABULARY Extreme weather

- 1 Tell students to look at the photos. Ask *Have you ever been in these weather situations? When? Where? What happened?* Monitor and help with vocabulary and pronunciation, encouraging students to describe the pictures in detail. Nominate individuals to explain their suggestions to the class.

Answers

a lightning b snowstorm c bush fire d floods


- 2  1.09 Read the instructions and tell students they will hear three people describing three extreme weather situations. Play the recording once. Allow students to compare their answers with a partner before checking as a class. If they need more support, play the recording again, pausing after each speaker to check answers.

Audioscript

- 1 I'd heard the weather forecast the previous evening – they predicted there was some snow on the way. But no one expected the amount we got in this case – imagine, the centre of New York stopped in its tracks by a snowstorm! Parked cars were almost completely covered under snow and you could walk down the middle of the streets because there was no traffic at all! The city was without power for a while too – I don't know whether this was due to the high winds or the type of snow that fell. The good news was that we didn't have to go to school. The bad news was, we couldn't watch TV or use the computer!
- 2 My family used to live just outside the Australian city of Canberra. On that day, like everyone, we were preparing for the bush fire that we knew was coming. And yes, there actually was a fire tornado – awesome to watch, but really scary too. It produced a lot of lightning, and you couldn't see the sky because of the smoke. In fact, the only light we had came from the lightning, and the trees – they all caught fire as the tornado passed by. The fire burnt down several buildings, and the high winds were strong enough to blow cars away. I'll never forget it.
- 3 I live in a fishing village in Cornwall, which is in the south-west of Britain. We've had plenty of bad weather, so we all know what to do in case of a flood. I helped my dad move the furniture upstairs and he put the sandbags by the front door, just in case! I moved all my schoolbooks too. Anyway, so much rain fell on that particular day that the river rose two metres above normal. It was still pouring in the evening and we all stood outside in the rain, watching nervously as the dirty water flowed along our street. My dad thought there might be flooding down at the harbour too – the weather centre forecast strong winds overnight and whenever that happens, the biggest waves come straight over the sea wall. Luckily, the sun came out the following morning, though.

Answers

Speaker 1 b
 Speaker 2 c
 Speaker 3 d
 a isn't needed

- 3  1.09 Give students time to read the sentences, and advise them to guess the meaning of the words in blue as they hear them in the recording. If you think they need more support before listening, model the words in blue clearly to help students recognise them more easily. Play the recording again, pausing after each speaker for students to write their answers. Check answers and ask students to correct any false sentences.

Answers

- 1 False – they'd heard the weather forecast the previous evening
- 2 True 3 True 4 True 5 True
- 6 False – some cars were blown away
- 7 False – they knew what to do 8 False – it rose by two metres
- 9 False – it was still raining in the evening 10 True

- 4 Put students into mixed-ability pairs to do the matching exercise. Check answers. You may need to explain *bush fire* (a slow-moving uncontrolled fire, often in the Australian countryside, which gets very hot).

Answers

- 1 pouring 2 burnt down 3 power 4 blew ... away
5 forecast 6 lightning 7 flood 8 tornado 9 flowed
10 rose

- 5 Put students into pairs to ask and answer the questions. Elicit ideas and write useful vocabulary on the board, e.g. for question 1: *struck by lightning* (when lightning hits something or somebody), *open spaces* (land with no buildings or trees), *torches* (a small electric light that you hold in your hand), *sandbag* (a bag filled with sand used as a defence against floods); for question 2: *temperature – maximum and minimum*, *periods of time – short term and long term*, *different types of weather – rain, sun, wind*. Monitor and listen for good or interesting suggestions or ideas. Nominate individuals to share their ideas with the class.

EP Word profile

Ask students to read the sentences and then set the exercise on page 133. Check answers and then tell students to write sentences of their own using each of the phrases with *case*. Put students into pairs or small groups and set a short time limit for them to think of advice they could give to people in the case of bad weather. Give one or two examples, e.g. *Take an umbrella in case it rains*; *Make sure you have a torch in case the electricity is cut off*. Invite students to give advice and take a class vote on the best one.

Answers

- | | |
|----------------|----------------|
| 1 in each case | 4 in case |
| 2 in case of | 5 in this case |
| 3 cases of | 6 In case of |

READING

- 1 Ask students to read the text, ignoring the spaces, and set a short time limit for them to choose the best title. Check answers, encouraging students to explain their answer.

Answer

c. The article describes an 'extremely rare' weather event. It is not option a – the firefighters are mentioned as they found it difficult to reach the fires. It is not option b as the article describes a past event.

- 2 Direct students to the example space (0) and options A–D. Do the first part of the exercise as a class. Explain that once students have decided on the correct answer, they should check that the remaining options do not fit in the space.

Answers

In the phrase *a large ... of fires*, the missing word is *number*. The sentence refers to the fact that Australian firefighters put out many fires, but we are not told the exact number of fires. It makes sense in this context. Also, *number* collocates with *large*. The other options are wrong – *sum* and *total* are used to refer to an amount when several smaller numbers are added together. *Figure* is used to refer to the symbol for a number or an amount expressed in numbers.

- a figure (in this case, the total number has six numbers)
b sum (collocation – a phrase used to refer to an amount of money)
c total (meaning the final amount when several smaller amounts are added together)

● Prepare for Preliminary for Schools

Reading and Writing, Reading Part 5

Task description

Reading Part 5 mainly tests vocabulary, but also tests grammatical areas such as prepositions, pronouns and linking words. The text contains ten numbered spaces followed by a four-option multiple-choice question for each space.

Tip

Tell students that before they answer the questions, they should read the whole text to get an idea of the topic and general meaning. They should then look at each question, choosing the correct word for each space. Tell them to read the whole text again with their answers to check that it makes sense.

→ See Exam Profile 1, Student's Book page 120

- 3 ● Tell students to complete the exercise individually, and to compare their answers with a partner, checking the remaining options do not fit. Advise them to read the whole text at the end to check it makes sense. Check answers, explaining why the other options are incorrect.

Mixed ability

For weaker students, you could reduce the number of options for each item to three. Monitor and tell them which one of the options is definitely wrong: 1 A, 2 B, 3 C, 4 C, 5 B, 6 A, 7 B, 8 A, 9 C, 10 B.

Answers

- 1 B 2 C 3 B 4 A 5 D 6 C 7 A 8 B 9 D 10 C

- 4 Advise students to underline key words in the questions to help them find the answers in the text. Tell them to answer the questions individually. Check answers.

Answers

- 1 The houses were very close to a large area of pine trees.
2 They couldn't get close to the fires to put them out.
3 A fire tornado happens when there are thunderstorms at the same time as fires.

- 5** Read the instructions with the class and elicit examples of extreme weather events that have happened recently. Help with new vocabulary as necessary. Put students into A/B pairs to decide what happened, before reading the instructions as a class. Give them time to re-read the instructions and rehearse the role play. Give positive feedback and invite two or three students to perform their role play to the class.

Talking points

Put students into pairs to discuss the questions. Monitor and help with vocabulary as necessary. Encourage students to give reasons for their answers. Feed back as a class.

Extension activity

Pairs repeat the exercise with their books closed. They try to make their reporting sound dramatic by stressing extreme adjectives and adverbs.

GRAMMAR Past simple

Books closed. Ask students about the weather, e.g. *What was the weather like last Monday? Did it rain?* Nominate a strong student to ask another student about the weather sometime last week or last month. The second student answers, asks another question, and nominates a different student to answer. The class listens to judge if the answers are factually correct. Continue until several students have had a turn.

- 1** Read the sentences and give students a few minutes to do the matching exercise. Check answers. Give further example sentences for each of the rules (*The streets were flooded after the rain; It rained a lot last Wednesday; It snowed a lot when I was a child*), and ask students to write their own.

Answers

1 c 2 a 3 b

→ Grammar reference Student's Book page 148

- 2** Monitor and help as students do the exercise individually. Check answers.

Answers

irregular verbs – put out, grew, rose
infinitive forms – put out, grow, rise

- 3** Ask students to read the text, ignoring the spaces, and answer the question 'How did the writer feel about the 24-Hour Family Course?' (It was the best present ever.) Tell students to complete the exercise individually and allow them to compare their answers with a partner before checking as a class. Ask if anyone has been on, or would like to go on, a similar course.

Answers

1 felt 2 got 3 learned 4 came 5 didn't begin
6 included 7 gave us 8 carried 9 needed
10 hiked 11 crossed 12 taught 13 dug 14 built
15 told 16 slept 17 split 18 found 19 gave 20 said

Corpus challenge

Nominate a student to say the correct sentence and spell the past tense of the verb. Direct students to the uses of the past tense in the box in exercise 1 (page 26) and ask them to match the sentence with one of the uses (b).

Answer

I met him when I was on holiday last year.

used to

- 4** Put students into mixed-ability pairs to do the matching exercise. Check answers. Focus on pronunciation of *used to* /ju:st tə/. Tell students that the two words are linked together when spoken. Model the pronunciation by saying sentences about yourself using the prompts in exercise 5.

Answers

1 b 2 a 3 b 4 b 5 a

- 5** Tell students to write six sentences about themselves and monitor for accuracy as they continue. Ask each student to read out one sentence to the class.

Fast finishers

Ask fast finishers to write three more sentences, using the prompts they didn't use in exercise 5. They should add one false sentence and read their sentences to another fast finisher, if possible, for them to guess the false sentence.

VOCABULARY Phrasal verbs

- 1** Do the first item as a class. Point out that *burn down* describes what can happen in a fire, and that it is an irregular verb. Put students into mixed-ability pairs to complete the exercise. Invite students to give answers and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to write their own sentences using the phrasal verbs. Elicit example sentences when checking answers to exercise 1.

Answers

1 burnt down 2 put; out 3 blew away 4 split up
5 came out 6 hang out

- 2** Monitor for accuracy and help as students complete the exercise. Put them into pairs to read their sentences. Invite two or three students to read their sentences to the class.

Extension activity

Put students into teams to guess the phrasal verb. Read the following definitions and give students 30 seconds to write the phrasal verb in the past tense on a slip of paper. Groups give their answers to another group. Check answers and award two points for each correct answer. Deduct one mark for incorrect spellings. Definitions: moved by the wind (*blew away*), destroyed by fire (*burnt down*), appeared in the sky (*came out*), spent time with (*hung out*), made something stop burning (*put out*), divided (*split up*).

LISTENING

- 1** Put students into pairs to discuss the question. Monitor and give positive feedback for interesting ideas and report these to the class.

● Prepare for Preliminary for Schools

Listening Part 2


Task description

Listening Part 2 tests students' ability to identify specific information and detailed meaning. It consists of a longer monologue or an interview, with six multiple-choice questions. Students listen and choose the correct option from a choice of three. They hear the recording twice.

Tip

Tell students they should read the questions first as they will have time in the test to do this. Each question has a particular focus, so students will find it helpful to know what *kind* of information to listen for.

→ See Exam Profile 1, Student's Book page 121

- 2**  **1.10** Tell students they will hear an interview with someone who got lost on a snowy mountain in the United States. Ask them to read the six questions and options carefully. Explain any new vocabulary (e.g. *catch up with*). Play the recording for them to answer the questions, but do not check answers at this stage.

Audioscript

Interviewer: Here with me today is Jake, who had a big adventure one New Year's Eve when he got lost on a freezing mountain in Oregon. Jake, what happened?

Jake: I was skiing with my parents in the afternoon when I lost a ski. It disappeared in deep snow, so there was no way I could catch up with them. I took off the other ski, put it down and started to walk.

Interviewer: But it began to get dark?

Jake: Yeah, so I stopped. There were stars everywhere! I knew I couldn't get the whole way back, so to stay alive I had to think of something else. I used to love watching Bear Grylls' TV shows about living in the wild and thought, I can use his techniques to help me.

Interviewer: So you built a snow cave?

Jake: Right. I had to protect myself – it was freezing cold by then and it started snowing hard. I dug a kind of cave, which went up a hill, so the wind blew over it and didn't hit me. I was wearing gloves and they froze on my hands! I couldn't get them off.

Interviewer: Amazing! And were people out looking for you by this time?

Jake: My parents reported me missing at five-thirty and stayed inside waiting for news. I heard helicopters but they couldn't see me in my snow cave and never came back, unfortunately. But there were several rescue teams walking over the mountain.


Interviewer: And Bear Grylls came to your help again?

Jake: Yeah. The storm passed and I started walking again. On one programme, he explained what to do if you get lost in woods – search for tracks and follow them – so that's what I did. I found ski tracks, and when they disappeared I got down on my hands and knees to look more closely at the ground and find them. And then I saw lights I could aim at. I met up with folks who were out to rescue me soon after.

Interviewer: How did your mother feel when she had you back safely?

Jake: It was great. While I was missing, my mom said that although she couldn't use her cellphone, she kept sending me warm thoughts and tried to let me know that people were coming for me. I don't think that helped me but it made her feel good. I guess! I just felt so thankful to Bear Grylls for his expert knowledge. It can save lives, you know?

Interviewer: Absolutely. Jake, an incredible story. Thank you.

- 3**  **1.10** Put students into pairs to compare their answers. Play the recording again for them to check answers before whole-class feedback.

Answers

Refer to underlining in audioscript above for where the correct answers come.

- 1 B. A is wrong because both skis remained where they were; C is wrong because Jake lost the first ski in deep snow and just put the second one down.
- 2 A. B is wrong because Jake says there were stars everywhere, so no clouds; C is wrong because he clearly did remember the techniques from the shows.
- 3 C. A is wrong because Jake says the snow cave 'went up a hill'; B is wrong because he couldn't get his gloves off.
- 4 B. A is wrong because Jake heard more than one helicopter; C is wrong because his parents 'stayed inside waiting for news'.

- 5 A. B is wrong because Jake only saw the lights later, when he was out of the woods, and Bear Grylls' advice was about the tracks; C is wrong because Jake only got down on his hands and knees to find the tracks in the snow.
- 6 C. A is wrong because his mother couldn't use her cellphone; B is wrong because Jake says she 'tried to let me know that people were coming for me', so she did know about the rescue teams.

- 4 Put students into small groups to discuss the questions. Bring the class together and invite two or three students to share their ideas. Take a vote to find out whether or not the class thinks Jake did the right thing.

SPEAKING Talking about past experiences

- 1 1.11 Check students understand *outdoor* (outside; not inside a building). Read the instructions and questions with the class. Play the recording. Check answers.

Audioscript

- Interviewer:** Where do you come from, Mariann?
- Mariann:** I'm from Hungary. I used to live in the mountains, quite close to Romania, actually.
- Interviewer:** And what was your favourite outdoor activity as a child?
- Mariann:** Do you mean as a small kid?
- Interviewer:** Yes.
- Mariann:** Well, I loved playing in the snow. Every winter I used to build a snowman with my friends. That was fun!
- Interviewer:** How much time did you spend outdoors when you were younger?
- Mariann:** A lot! I didn't mind getting cold, I just wanted to be outside. And, er, every summer, I used to stay with my grandparents. They had a farm, so I played outside all the time.
- Interviewer:** Tell us about the things you did during good weather.
- Mariann:** Let me think. Um, I often swam in the river. And I used to pick flowers in the fields, that kind of thing.
- Interviewer:** Thank you.

Answers

used to; past simple

- 2 1.11 Tell students to complete the text with verbs in the correct tense. Allow them to compare their answers with a partner before checking as a class. Review the use of *used to* if necessary.

Answers

1 loved playing 2 used to build 3 used to stay 4 swam
5 used to pick

- 3 1.11 Direct students to the *Prepare* box. Play the recording again for them to do the exercise. Check answers.

Answers

Do you mean ...?, Well, ..., Let me think. Um ...,
... that kind of thing, actually

- 4 Choose a strong pair of students to do the activity in front of the class before putting students into pairs to ask and answer the questions. Monitor and give positive feedback when they use phrases from the *Prepare* box. In feedback, ask students to tell the class any interesting facts about their partner.

Cooler

Ask students to re-read the unit and find all of the verbs which have irregular past tenses. Write these on the board. Ask students to choose five verbs and write down their infinitive forms. Read out the past participles of the verbs one by one and in any order. If students have written down the infinitive form, they cross it off. When they have crossed off all five words, they shout 'Bingo!' The winner is the first person to cross all five words off.

Project

Put students into small groups to do some research into people surviving extreme weather conditions. In class, they draw up a list of possible situations. Once they have researched some stories using the internet, they decide which one they will write a blog post about. They should decide who will write what (e.g. where it happened, what happened, how the situation ended). In the following class, display the blog posts for others to read. Take a class vote on the most interesting or dramatic story. Their blog posts could be published on the class blog, if you have one.

Teacher's resources

Student's Book

Grammar reference and practice page 148
Vocabulary list page 139

Video

Speaking Part 1

Workbook

Unit 4, page 16

Go online for

- Pronunciation
- Progress test
- Achievement test
- Speaking test video worksheets
- Corpus tasks