

Weather and climate change

Part A

Objectives

In this part of Unit 7 you will:

- talk about your climate
- read about the challenge of climate change
- listening to a description of the greenhouse effect
- learn some words about climate change
- listen to a talk about the impact of climate change
- learn about discourse markers
- learn how to express cause and effect
- discuss the impact of climate change in Ethiopia
- identify some homophones
- take part in three role-plays
- talk about strategies you can use to improve your writing.

A7.1 Introduction: Your climate

In a small group discuss your answers to these questions:



- 1 When do you normally have rain in your region?
- 2 What are the hottest months?
- 3 How many times a year can farmers plant?
- 4 How often does Ethiopia suffer from the following?
 - a floods
 - b droughts
 - c violent storms
 - d extreme heat
- 5 What is meant by the term *climate change*? Try to come up with a definition and then brainstorm some of the key words connected with this topic.



A7.2 Reading: The challenge of climate change

Read this text about climate change and answer the questions below.



What is climate change?

Throughout the millions of years of the Earth's history, the climate has changed frequently. There have been periods of great heat and times when large parts of the globe have been covered in ice.

However, when scientists today talk about climate change, they are referring to the changes that have taken place in the last hundred years or so, since 1900. Most scientists think these changes have been brought about by human actions.

What is the evidence for climate change?

There is a lot of evidence that globally the climate is changing, although it seems to be happening faster in some regions than in others. Scientists believe that temperatures have risen 0.7°C in the last three hundred years. Most of this rise has occurred in the last century. The 1990s was the warmest decade in the last millennium. Hot seasons are getting hotter and cold seasons less cold. The increase in temperatures has led to the melting of ice in the polar regions and mountain glaciers around the world. In parts of the northern hemisphere one effect of global warming is heavier rainfall. In Africa and Asia it is causing severe droughts. Many species of plants and animals previously found only in tropical regions are now found in areas that were previously too cool.

Does everyone agree?

Most scientists believe that the speed at which climate change is happening can only be explained by the huge increases in the level of carbon dioxide in the atmosphere brought about by the burning of fossil fuels by factories, power stations, motor vehicles and so on. Deforestation is a further factor: forests absorb carbon dioxide and thus reduce greenhouse gases in the atmosphere. The reduction of forests is a further reason for the increase in carbon dioxide levels.

However, some scientists say that the changes happening now are nothing new. They also argue that the forces which cause climate change are very complex and cannot be explained simply by a rise in carbon levels.

What is the international community doing about climate change?

Climate change has been a concern for many years. However, the first international attempt to bring about international reductions in carbon levels was agreed at an international meeting in Kyoto, Japan in 1997. It was agreed that the big carbon-producing countries should cut carbon emissions. The global target is a reduction to 5 per cent below 1990 levels. Instead of carbon cuts, countries can choose to plant forests if they wish. Forests act as 'sinks' which get rid of carbon dioxide from the atmosphere. Since Kyoto environmental organisations and international diplomats have been working towards the creation of an international agreement on meaningful cuts in emissions that will prevent the worst consequences of climate change. In spite of further international meetings and agreements, that aim has not yet been achieved.

It is now recognised that developing countries suffer more from climate change as they have fewer resources to cope with effects such as droughts and floods. This seems unfair as they produce far less carbon than developed countries. At the same time they need to develop their economies so that their people are better off and have better roads, transport, schools and hospitals. Developing countries face the challenge of sustainable development, that is, providing water supplies, growing food, building roads, factories and so on in a way that does not damage the environment or depend on fossil fuels. Many economists say that in the long run using clean energy such as solar, wind and wave energy instead of fossil fuels will not cost more and will allow countries to develop clean industries and transport.

Is there no hope?

If nothing is done to reduce carbon levels, by the end of this century people will be living in a world that faces many problems. However, although we cannot stop climate change, even a small reduction in greenhouse gases will slow down the speed at which it is happening. This will make it easier for people to adapt their ways of life: to develop new forms of agriculture, building and so on. Wildlife will also have time to move to new areas and adapt to them. It is therefore important that human beings take action to reduce the amounts of carbon in the atmosphere so that climate change happens slowly.

- 1 To what extent is climate change a modern event?
- 2 What seven reasons are given to prove that climate change is happening?
- 3 Why do some scientists disagree that humans are responsible for climate change?
- 4 What target did most countries agree to at Kyoto in 1997?
- 5 What alternative can countries choose instead of carbon cuts?
- 6 Why is climate change 'unfair' to developing countries?

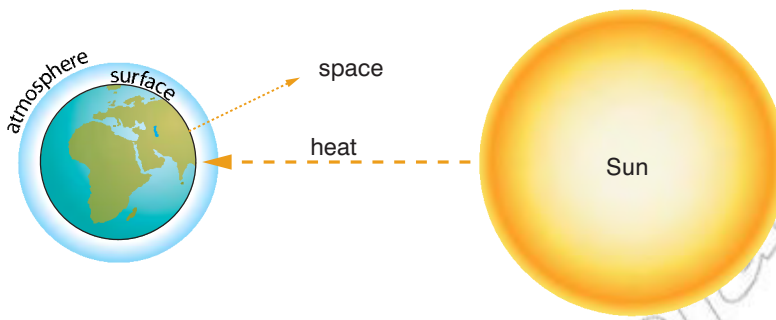


A7.3 Listening: The greenhouse effect

Listen to your teacher reading a description of the causes of climate change and complete your notes with the missing words and expressions. Look carefully at the diagram first; it will help you.

Example: 1 = 15°C

Atmosphere:
 nitrogen 78%
 oxygen 21%
 greenhouse gases 1%
 carbon dioxide
 methane
 nitrus oxide
 ozone
 water vapour
 halo carbons



- 1 Life on Earth depends on heat and the normal average temperature of the Earth is _____.
- 2 Many places are _____ and some are _____.
- 3 Heat comes from the _____.
- 4 It passes through the Earth's _____ and then reaches the Earth's _____.
- 5 Some heat is radiated back from the _____ into the _____.
- 6 Oxygen and nitrogen make up _____ of the gases in the atmosphere.
- 7 The other 1 per cent is made up by other gases which are called _____.
- 8 These gases keep the Earth _____ as they absorb heat and stop it escaping back out into _____.
- 9 Without these gases the temperature on Earth would be _____.
- 10 Changes in the proportion of these greenhouse gases in the atmosphere causes _____.
- 11 The burning of _____ has increased the amount of _____ in the atmosphere.
- 12 More and more _____ is trapped and cannot escape.
- 13 This process is called the _____.
- 14 It is why most scientists believe the Earth is getting _____.

A7.4 Increase your word power: Climate change

1 Work in a small group. Discuss how to complete these definitions of terms commonly used in discussion of climate change.

- 1 _____ refers to the changes in the climate, most notably the rise in global temperatures since the 1900s.
- 2 _____ are used by motor vehicles, power stations, factories. They are minerals such as coal, petrol and gas. They are finite resources, which means when they are used up, they cannot be replaced. Another disadvantage is that they produce carbon dioxide when they are burnt.
- 3 _____ means the carbon dioxide produced by the burning of fossil fuels by motor vehicles, factories.
- 4 Providing the means for people to live and work without damaging the environment or depending on fossil fuels is called _____.
- 5 _____ were agreed at an international meeting in Kyoto, Japan. Each country which produces large quantities of carbon dioxide is trying to reduce those amounts.
- 6 _____ means energy produced by renewable sources such as solar, wind and wave power. These do not produce carbon dioxide.
- 7 _____ make up 1 per cent of the earth's atmosphere. They include carbon dioxide, methane, nitrous oxide, ozone, water vapour and halocarbons.
- 8 The action of greenhouse gases in absorbing heat and preventing it from escaping from the atmosphere into space is called the _____.

- 9** At both the North Pole and the South Pole there are large quantities of ice which are referred to as _____.
- 10** Land which is at the same height as the level of the sea, that is at zero metres, is said to be at _____.

2 Record these terms in your vocabulary book. Think carefully how you are going to do it and what information you are going to give about each one.



A7.5 Listening: The impact of climate change

Listen to your teacher reading a description of the impact of climate change and complete the notes below with the missing words and expressions.

- 1** The increase in global temperatures has led to the melting of _____ at the North and South Poles. This has caused a rise in _____ which may lead to the disappearance of low-lying coastal areas.
- 2** Mountain _____ are threatened by rising temperatures.
- 3** The ice cap on Africa's _____, Kilimanjaro in East Africa which has reduced by _____ in 100 years.
- 4** In parts of the northern hemisphere one effect of global warming is heavier _____.
- 5** In Africa and Asia it is causing a rise in temperatures and an increase in the incidence of severe _____.
- 6** Many species of plants and animals previously found only in tropical regions are now found in areas that were previously too _____.
- 7** There is a real threat that species will become extinct as their natural _____ are lost and there is nowhere for them to _____ to.
- 8** The wild _____ plant found in the mountains of southern Ethiopia.
- 9** Most agriculture in Africa relies on _____, it is put at risk by changes in climate variability.
- 10** It is predicted that disruption to agriculture will mean that by 2050 up to _____ more people in the world will be hungry.
- 11** Climate change will have significant impacts on species diversity and _____ in Africa.
- 12** Both substantial reductions in heat-trapping _____ in developed countries and careful _____ to changes in climate are crucial.

A7.6 Increase your word power: Discourse markers

Discourse markers are words and expressions which show the relationship between different parts of a discourse or text in order to present a logical arrangement of ideas.

Discourse markers are linking words and expressions which generally occur at the beginning of a sentence.

They can have various functions, as shown in the table.

Function	Example
adding information	<i>In addition</i>
contrasting a piece of information in relation to another	<i>However</i>
emphasising a piece of information in relation to another	<i>Of course</i>
sequencing information in a list	<i>Firstly</i>
introducing the cause or reason for something or effect of something	<i>Due to the fact that</i>
Introducing the effect or consequence of something	<i>Consequently</i>
introducing a new topic	<i>With regard to</i>
introducing a personal comment or opinion	<i>In my view</i>
introducing examples or illustrations of the previous piece of information	<i>Examples are</i>

- 1 Look back at your completed notes on the impact of climate change in A7.5.**
 - a** Add discourse markers to the beginnings of the sentences where possible.
 - b** Listen to your teacher reading the listening script again and check to see if you have chosen the correct discourse markers.
 - c** Add the discourse markers you heard in the listening script to the table above.

- 2 Add the discourse markers in this box to the table above.**

indeed furthermore thus as I see it however in fact nevertheless secondly although
 whereas due to (the fact that) while as a result secondly regarding for example
 as far as ... is concerned hence an illustration of this is moreover since for instance

- 3 Think about the relationship between the sentences in these pairs and then introduce one of them with a suitable discourse marker to link them. Be careful to change the wording of the sentences when necessary.**
 - a** Shoes are traditionally made of leather. Many shoes are made of plastic nowadays.
 - b** Our school hall is used for assembly everyday. The hall is often used for plays and concerts.
 - c** There are many potholes in the road into town. Traffic moves slowly along the road into town.
 - d** Several countries in Africa have changed their names since independence. Zimbabwe, Zambia and Malawi are countries that have changed their names since independence.
 - e** It takes a long time to travel from Ethiopia to West Africa. There are not many direct flights between Ethiopia and West Africa.
 - f** Human beings have a long history in Africa. Human history started in Africa.
 - g** The international community is beginning to address the problem of climate change. This contribution is too little, too late.

- 4 Write the notes on the greenhouse effect in A7.3 in a paragraph, making sure you include the necessary discourse markers.**

A7.7 Language focus: Cause and effect

Two ideas that express:
 reason + result (or cause + effect)
 or
 result + reason (effect + cause)
 Can be expressed in several ways.

cause clause	linking expression	result clause
I am ill Too many trees have been cut down	and as a result and therefore so and hence	I am unable to run the race. there is flooding in many areas during heavy rain.
result clause	linking expression	cause clause
I am unable to run the race There is flooding in many area during heavy rain	because due to the fact that since as	I am ill. too many trees have been cut down.

noun phrase	result or effect verb	result clause or noun phrase
Illness Deforestation	means leads to the fact that	I am unable to run the race. there is flooding in many areas during heavy rain.
	leads to causes results in	flooding in many areas.
noun phrase	cause verb	result clause or noun phrase
Being unable to run the race Flooding in many areas	is due to is caused by is a result of	I was ill. too many trees have been cut down. deforestation.

- 1 Complete these sentences with a suitable cause or result expression or verb.**
- a** He has won a lot of races and broken a large number of world records and _____ some people think he is the best long distance runner ever.
 - b** I haven't seen you for a long time _____ I wasn't able to invite you to my party.
 - c** I haven't eaten all day. _____ I'm very hungry.
 - d** I'm out of breath _____ that I've been running very fast.
 - e** The burning of fossil fuels _____ carbon emissions.
 - f** Too much carbon dioxide in the atmosphere _____ global warming.
 - g** Drought _____ famine.
 - h** We've been training hard all season _____ we feel ready for the big event.

- 2 Discuss possible events that resulted from these situations. Use different words and expressions.**
- a** There was a violent storm so ...
 - b** The bus driver was driving too fast.
 - c** I've been working hard in the garden all day.



A7.8 Speaking: The impact of climate change in Ethiopia

- 1** You are going to discuss some of the causes and impacts of climate change. Study the language in the boxes before you start.

<p>Describing causes and effects To remind yourself of how to do this see A7.7</p>
<p>Conditional sentences • <i>If people continue to destroy forests, we will have more droughts.</i> To revise the formation of 1st and zero conditional sentences see A2.10</p>
<p>The future passive • <i>Our future will be affected by climate change</i> To revise how to express the future see A7.3</p>
<p>Making suggestions To revise how to make suggestions B5.2</p>

- 2** Work in a group and discuss these questions.

Around the world climate change is causing frequent droughts or floods, fewer and shorter wet seasons, higher temperatures, disappearance of plant and animal species, appearance of plant or animal species in areas where they are not usually found, the disappearance of rivers.

- a** In what ways is the climate changing in Ethiopia and / or in your area?
b What effects have these changes had on the country as a whole and / or on your area?

Ethiopia is developing its economy. In common with other countries in both the developing and the developed world, this often involves activities that can promote climate change and lead to unsustainable development.

- c** **i)** Think of some examples of unsustainable development, for example;
- Cutting down too many trees to create farm land and for fuel and construction.
 - Use of too many chemical fertilisers to increase crop production
 - Growing too many crops to feed animals and reducing the number of crops grown for human food.
- ii)** What are the effects of these activities?
- d** Think of some examples of activities that will help Ethiopia to fight climate change and lead to more sustainable development.
- National activities
 - Local activities in your area.

- 3** Prepare a verbal summary of your answers to each question to present to the rest of the class and decide which group member is going to present each one to the class.

- 4** Each group can take it in turns to present their answers to each question to the class. Be prepared to challenge any ideas that you disagree with.

**A7.9 Speaking:** Pronunciation – Homophones

Homophones are words which have a different meaning and spelling but sound the same when they are pronounced.

Example: right – write no – know ate – eight

1 Work with a partner. Read this list of words aloud and then write down a homophone next to each one.

flour flower
 hear
 meat
 pear
 read (present tense of verb)
 read (past tense of verb)
 sum
 Sun
 tale
 there
 Watt
 week
 wear

2 Think of some more homophones.

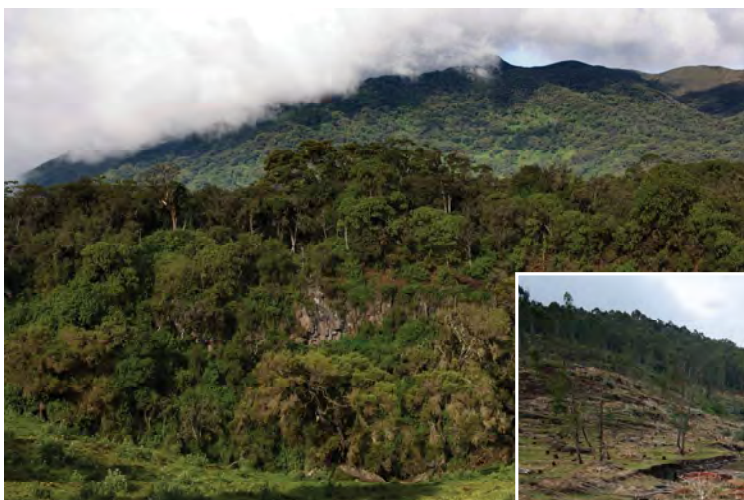
3 In each of these sentences one of the words is wrong. Read them aloud and then rewrite the sentences correctly with a homophone of the wrong word.

- a** My waste is too big! My trousers don't fit any more.
- b** We need to check if the postman has left any male today. I'm expecting a letter.
- c** Bares are dangerous animals.
- d** Bored games were played in ancient Egypt.
- e** The stones of the Great Pyramid each way over two tons.
- f** Don't stair at that man. It's very rude.

**A7.10 Speaking:** Three role-plays

You are going to take part in three short role-plays. Study the language in the boxes before you start.

Describing causes and effects	Turn-taking	Giving reasons
To remind yourself of how to do this see A7.7	To revise how to take turns in a conversation, see B5.3	<i>The reason I don't want to ... is ...</i> <i>Above all ...</i> <i>And besides ...</i> <i>And another thing ...</i> <i>Not to mention the fact that ...</i> <i>Plus the fact that ...</i>



Role-play 1: Village conversation

Work in a group of three. Choose your roles quickly and then spend a couple of minutes thinking about what you are going to say before you start your conversation.

Your roles:

- Two of you are town councillors: responsible for the administration of a town several villages around it.
- One of you is a villager who supports his / her family by farming a small piece of land.

Two town councillors

Your area has suffered badly from deforestation. You want to persuade the villager to stop cutting down trees and take part in a tree planting programme. Your suggestions are:

- The villager is not allowed to cut down trees on land he is farming, unless he replants
- He can go to an area of replanted forest to cut down trees 10 kms away
- The local council will provide fuel for cooking rather than wood.

You must try to persuade the villager to accept your point of view

A villager

Cutting down trees is a part of your way of life. You rely on wood for fuel for cooking, heating and also for building. You also need to clear forest for farming as each piece of land becomes exhausted and infertile.

You cannot afford to plant trees as you have no time or money for it. Also, you also cannot walk 10 kms to an area of sustainable forest. You don't believe the council will provide alternative cooking fuel.

You must argue against the councillors' suggestions

Role-play 2: Town conversation

Work in a group of three. You must not be with the same people you worked with in Role-play 1. Choose your roles quickly and then spend a couple of minutes thinking about what you are going to say before you start your conversation.

Your roles:

- Two of you are officials from the Ministry of Agriculture.
- One of you is a town councillor responsible for the administration of a town and several villages around it.

Two officials from the Ministry of Agriculture:

Ethiopia has suffered badly from deforestation. The government is now working to reduce deforestation and promote sustainable forestry by;

- prohibiting the cutting down of any tree unless a new tree is planted
- funding alternative fuel for villagers who depend on wood
- promoting the planting of sustainable forests.

You must try to persuade the councillor to accept your point of view and implement your policy.

A councillor

Cutting down trees is part of the way of life in your area. People rely on wood for fuel for cooking and heating and also for building. They also need to clear forest for farming as a piece of land becomes exhausted and infertile.

They cannot afford to plant trees as they have no time or money for it. They also cannot walk long distances to areas of sustainable forest. You don't believe the government will provide alternative cooking fuel.

You must argue against the officials' suggestions.

Role-play 3: Ministry conversation

Work in a group of three. You must not be with the same people you worked with in Role-plays 1 and 2. Choose your roles quickly and then spend a couple of minutes thinking about what you are going to say before you start your conversation.

Your roles:

- Two of you are officials from the United Nations Development Programme.
- One of you is an officer from the Ministry of Agriculture responsible for implementing national forestry policy.

Two officials from the United Nations Development Programme:

Ethiopia has suffered badly from deforestation. It is causing soil erosion, which is causing a reduction in the amount and quality of agricultural land. With Ethiopia's growing population this in turn is leading to a shortage of food.

Deforestation is also thought to cause drought and may be contributing to global warming. You want the Ministry of Agriculture to:

- prohibit the cutting down of any tree unless a new tree is planted
- fund alternative fuel for villagers who depend on wood
- Promote the planting of sustainable forests.

You must try to persuade the officer from the Ministry of Agriculture to accept your point of view and implement your policy suggestions.

An officer from the Ministry of Agriculture

Cutting down trees is part of the way of life in Ethiopia. People rely on wood for fuel for cooking and heating and also for building. They also need to clear forest for farming as a piece of land becomes exhausted and infertile.

They cannot afford to plant trees: they don't have time or money for it. They also cannot walk long distances to areas of sustainable forest. You don't believe the government can provide alternative cooking fuel.

You must argue against the UNDP officials' suggestions.

A7.11 Study skills: Focus on writing

1 Assess your progress with your writing goal

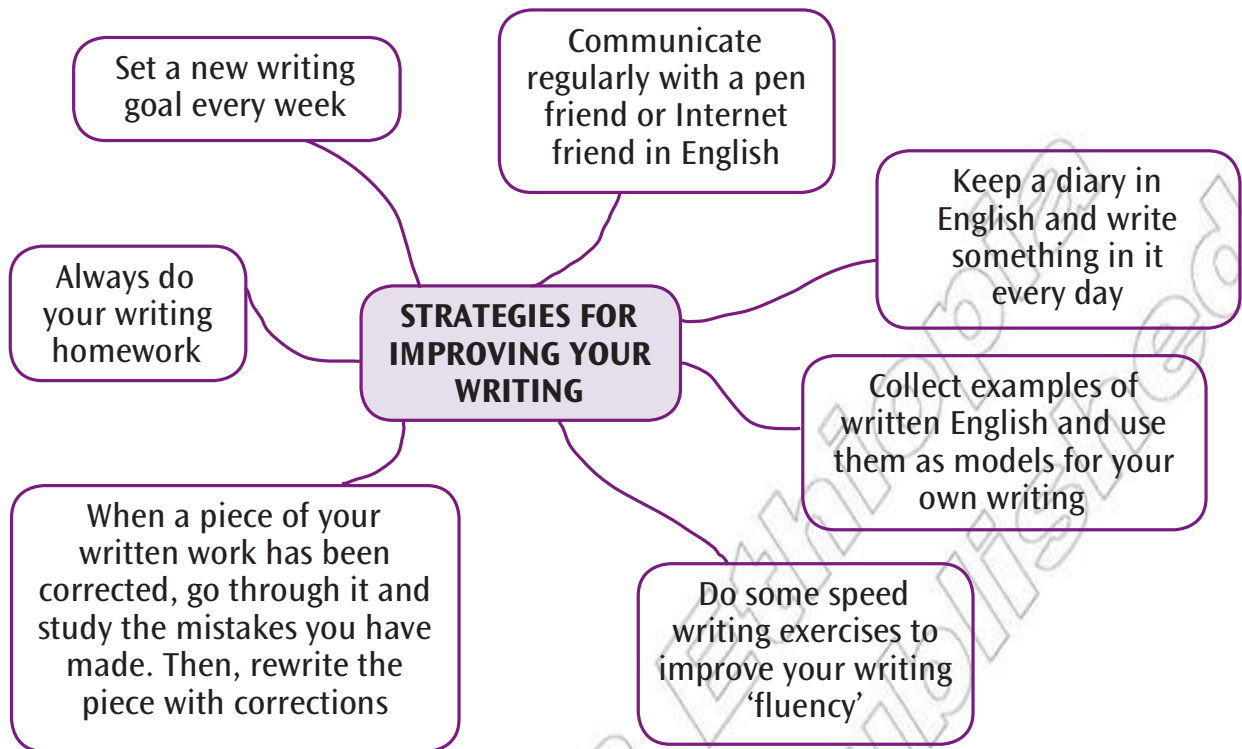
In B5.6 we focused on writing skills: we looked at different types of writing, your attitude to writing, what good writing is. You also assessed your own writing ability and identified areas that you need to work on. You set one of these as a writing goal for last week. What progress have you made with it?

- 1 Work with a partner and discuss the following:
 - a What was your goal?
 - b What work did you do to try to achieve it?
 - c Show your partner your most recent piece of writing and together assess your ability in your goal area.
 - d What is the outcome of this work? Which of these statements reflects how you now feel?
 - I worked hard and feel more confident about this area.
 - I worked hard and have made some progress, but I still need to work on this area.
 - I did a little work and made a little progress, but I still need to work on this area.
 - I did very little work on this area and have not made any significant progress.
- 2 Set yourself another writing goal for this week and next. You can choose:
 - to continue working on the same area you were focussing on last week;
 - to focus on another weak area you identified.Write your goal in your notebook or study journal.

2 Strategies for improving your writing.

Setting a writing goal each week is a useful strategy for improving your writing. There are other things you can do as well.

- 1 With your partner, study this mind map and discuss;
 - which of these strategies you already do regularly or occasionally
 - which of these strategies you don't do but which are a good idea
 - any other ideas for strategies for improving your writing.
- 2 Make your own mind map of writing strategies that you think will work for you.



Part B

Objectives

In this part of Unit 7 you will:

- learn some words about weather
- listen to a weather forecast
- practise using *will* and *going to*
- describe experiences of bad weather
- learn how to express hopes and fears
- learn some word building patterns
- read about why weather forecasts are important
- write a summary
- learn some phrasal verbs with *on* and *off*
- write an information leaflet
- talk about strategies you can use to improve your vocabulary
- do listening and reading assessment tasks.

B7.1 Increase your word power: Weather

1 Discuss these questions in a small group.

- a** What kinds of weather do you get at different times of year?
b What kind of weather do you like:
- best?
 - least?
- Why?

2 Identify the weather conditions shown in the pictures and then match them to the descriptions.

- a** frozen water falling from clouds
b hard pieces of ice falling from very high clouds
c hot rays of light
d a combination of strong wind, heavy rain and maybe thunder and lightening
e when clouds are so low on the ground that it is difficult to see around you
f water falling from clouds
g a white or grey mass in the sky
h the movement of air from one direction



3 Complete this table as follows:

Column 1= the names of the weather conditions in the pictures above.

Column 2 = the adjective forms of these weather words.

Column 3 = the verb form of the weather word or the verb that it is commonly used with.

Noun	Adjective	Verb or verb that goes with it
1	sunny	The sun is shining
2		It's
3		
4		
5		The _____ is _____.
6		It is _____.
7		It is _____.
8		

4 Match the nouns and adjectives in the box to each of the weather features below.

hot a breeze humid heavy strong warm dry a flood
 cold a shower a tropical storm / cyclone a drought cool pouring

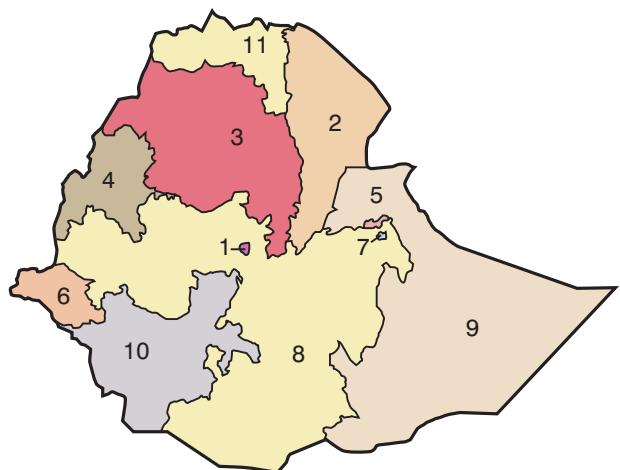
- 1 temperature: *hot*
- 2 the condition of the air:
- 3 wind:
- 4 rain:

5 Which of the weather conditions in exercise 3 and 4 are extreme? That is to say, unusual and dramatic, and can cause great damage and / or loss of life?

- 6 Which of the weather conditions mentioned in this section are:**
- a common in your area?
 - b rare in your area?
 - c unknown in your area?

B7.2 Listening: Weather forecast

1 Look at the map of Ethiopia and identify the regions listed below marked by the numbers 1 to 11. Write their names on the map.



2 Now listen to the weather forecast for your country and make notes in the table.

Name of Regional States	Weather forecast
Benishangul-Gumuz	
Gambella	
Oromia	
SNNPR	
Tigray	
Amhara	
Afar	
Somali	

3 Work with a partner. Talk about;

- a what the weather is like today in your area.
- b what you think the weather will be like for the next 24 hours in your area.

B7.3 Language focus: *will* and *going to*

will and *going to* are used a lot in English when we are talking about the future. However, they are each used in various different ways:

- 1 To express future facts we use *will*
 - a *I won't be here tomorrow.*
 - b *Your test will be on 14th June.*

- 2 To predict the future we can use both *will* and *going to*.
 - a We use *will* to express what we think or believe will happen:
 - I won't finish all my homework tonight.*
 - Global warming will have many serious impacts.*
 - b We use *going to* to express something that we have strong evidence for in the present.
 - Look at that black cloud. It's going to rain.*
 - I can see you are going to have a baby.*

- 3 To express our intentions we can use both *will* and *going to*
 - a We use *will* when we make promises:
 - I'll see you tomorrow.*
 - I'll never be rude to you again.*
 - b We use *will* to express a decision at the moment of speaking:
 - The phone is ringing. I'll answer it.*

c We use *going to* to express something we have already decided to do.

Why are you wearing those old clothes?

I'm going to paint my room.

Note: You must use *shall* instead of *will* with *I* and *we* in questions.

Shall I come to your house on my way to school?

Shall we go and see if Rosie is at home?

It is rare nowadays to use shall with I and we, in statements.

We shall be early for the party. (rare) / We will be early for the party. (usual form)

1 Listen again to the weather forecast.

a Complete these sentences.

The current rain bearing system _____ remain across western and central parts of the country for a few days. So starting in the west, the heavy rainfall of the last few days _____ continue in Benishangul-Gumuz, Gambella, southern and western Oromiya and SNNPR, with flooding in some areas.

b Discuss why *will* and *going to* are used in each of these sentences.

2 Make sentences about the dates of these future events. Use will.

a Your next birthday. *My next birthday will be on 8th August, in two months time.*

b The next birthday in your family.

c The end of this term.

d The beginning of next term.

e The next public holiday.

3 Make predictions about these things using will or going to.

a The weather this afternoon.

b The weather tomorrow.

c Which country will win the next football World Cup.

d Your future career.

e Hunger in Africa.

f Clothes in 100 years.

4 With a partner, take it in turns to re-tell the weather forecast you listened to in B7.2 based on the information in your table. Use will and going to where appropriate.

5 Complete the replies. Use the contracted form of will: 'll or going to and any other necessary words.

a 'There is someone knocking at the door.' 'I _____ open it.'

b 'All your clothes are dirty!' 'Yes, I _____ them.'

c 'Why are you looking at that bridal dress?' 'Bekele and I _____!'

d 'I can't hear the radio.' 'I _____.'

e 'I heard you are leaving school.' 'Yes, I _____ a job.'

f 'Please don't tell anyone about my new boyfriend.' 'Don't worry, I _____ your secret.'

g 'Oh no! Look at that child! He's leaning right over the edge of the bridge' 'Oh dear! He _____ into the river!'

h 'Do you know what you _____ give Father on his birthday?' 'I don't have any money so I _____ a small cake.'



B7.4 Speaking: Bad weather

- 1** Discuss these questions in a small group.
 - a What's the weather like today?
 - b Is it normal for this time of year?

- 2** Ethiopia is often affected by extreme weather which can have a significant impact on people's lives. Drawing on your knowledge and experience of these events in your area, or other parts of Ethiopia, describe what can be the consequences of the following:
 - a too much heavy rain
 - b late rains
 - c no rain
 - d severe thunderstorms
 - e very high temperatures
 - f very low temperatures

If there is too much heavy rain, rivers flood and this has terrible consequences.

Yes. Do you remember the floods in Dire Dawa a few years ago? About two hundred people lost their lives.

Yes, it was awful, and in addition, many things were destroyed. For example ...

Yes, and this meant that ...

- 3** Make lists of all the consequences you can think of for each of these events.
- 4** Take it in turns with other members of your group to present your list of consequences for each event to the rest of the class.

B7.5 Language focus: Hopes and fears

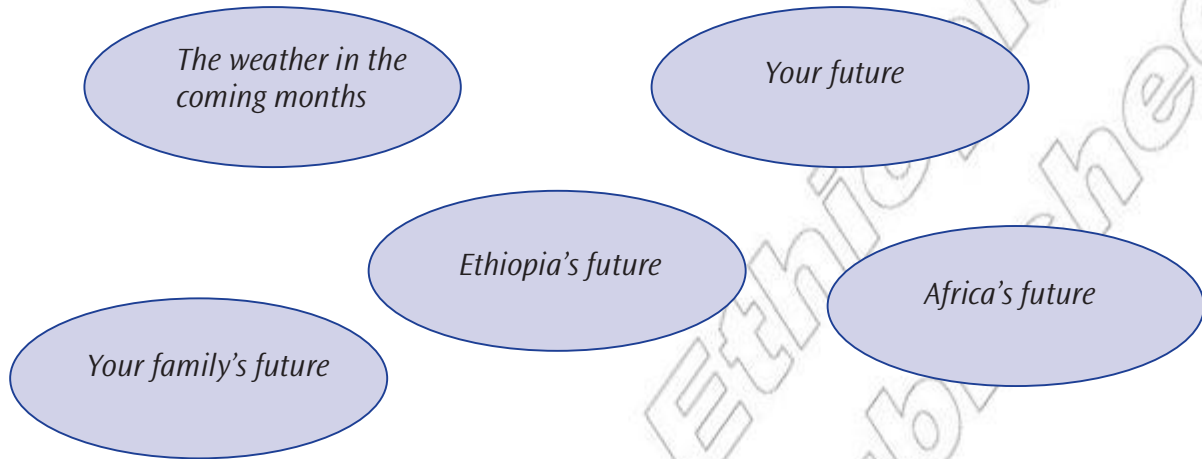
- 1** Study this language about how we can express our hopes and fears about the future.

Hopes	
I hope that	we'll have good rains this year.
I'm optimistic that	there'll be good rains this year.
I'm hoping for	good rains this year.
I'm optimistic about	the rains this year.
Fears	
I am worried that	the rains will come late.
I am afraid that	
I am concerned that	
My worst fear is that	
I doubt that	the rains will come this year.
I'm pessimistic about	the rains this year.

2 Work with a partner. Ask and answer questions about the topics in the circles. Justify or explain your answers.

Example:

- What are your hopes for the weather in the coming months?
- I hope that we'll have good rains this year so that farmers will be able to plant and have good crops. Otherwise we could face a serious food security problem in our region later on this year.



B7.6 Increase your word power: Word building

Verbs can be made from some base adjectives by adding *-en*, *-ise** and *-ify**.

Example: *short – shorten*
modern – modernise

Sometimes spelling changes are required

Example: *high – heighten*
simple – simplify

* *-ise* and *-ify* can also be added to some nouns to make verbs

1 Make verbs from these adjectives. Make any necessary spelling changes. See how many of them you already know, without using a dictionary.

Adjectives	Verbs
broad	
dark	
deep	
false	
flat	
hard	
legal	
light	
long	
loose	
general	
popular	

Adjectives	Verbs
pure	
regular	
soft	
solid	
strong	
tight	
weak	
wide	

- 2 Some of the verbs and adjectives in your table are opposites, or antonyms. For instance: *soften* and *lengthen*. Identify the other antonyms.
- 3 In your table, add some more adjectives and verbs that follow the same pattern.
- 4 The stress patterns of the adjectives is unchanged when they become verbs with these suffixes. Practise the pronunciation of the adjective and verb pairs.
- 5 Test you partner. One of you must close your book, while your partner calls out a word from the table: an adjective or a verb. You must then give the verb or adjective equivalent.
Example: A: *Purify*
 B: *Pure*
 A: *Correct!*
- 6 Complete these sentences and short paragraphs with the four adjectives in brackets, adding verb suffixes where necessary.

Note:

- The adjectives are not given in the order in which they are used in the sentences
- You may have to change the form of some of the verbs.

1. The main road into the city is too _____ and the city council is going to _____ it. To _____ the period of construction, work will be carried out 24 hours a day, 7 days a week, which may not be _____ with local residents. (*narrow / popular / short / wide*)
2. During the experiment, the _____ liquid _____ and then _____ to a _____ brown substance. (*clear / dark / hard / solid*)
3. If someone is feeling _____ and is likely to faint, lie them down on a _____ surface and raise their feet above the level of their head. _____ any clothing around their neck and give them some _____ water to drink. (*cold / flat / loose / weak*)
4. My muscles are too _____, so I am starting to do _____ exercise with weights. My aim is to _____ my stomach and _____ my muscles all over. (*flat / regular / soft / strong*)



B7.7 Reading: Why weather forecasts are important

- 1 The text below has been cut up into paragraphs and some topic sentences removed. You must do the following:
 - a Put paragraphs (A-E) in the correct order (1-5)
 - b Add the three topic sentences in the box below (X-Z) to the three middle paragraphs (2-4)

A Around the country there are weather stations where information is collected about temperature, precipitation (rainfall), wind direction and speed and atmospheric pressure. In addition, data is obtained from satellites in space and radar. All this data is sent on a daily basis, or more frequently than that, to the National Meteorological Agency where it is analysed using powerful computers. These apply physical laws to the data to create mathematical models which are then used to produce charts, weather and air-quality forecasts, climate predictions, risk assessments and early warning services.

- B** Aviation is especially sensitive to the weather and it cannot operate without accurate weather forecasting. Fog can prevent aircraft from landing and taking off. Thunderstorms are a problem because they can cause severe turbulence. Ice, hail, strong winds, and lightning can cause severe damage to an aircraft in flight and on a day to day basis airliners are routed to take advantage of the wind direction to improve fuel efficiency. The military use weather forecasting when planning actions and manoeuvres so they can take place in the most suitable weather conditions. Farmers rely on weather forecasts to plan planting and harvesting. On the sea, fishermen and sailors need to be warned about storms which can put their vessels as well as their lives at risk. Various business sectors require weather forecasting too. The tourist industry needs to know if conditions are going to be good for activities such as trekking or safaris. While shopkeepers need to plan for goods such as suitable food and clothing that customers may require due to significant changes in the weather.
- C** As we have seen, weather forecasting plays a vital role in the modern world. However, it is still impossible to give 100% accurate weather forecasts and all over the world this leads to unexpected and unplanned for weather events which can damage agriculture and economies in general, and result in human loss of life. Accuracy has improved over the years and five-day weather forecasting today is as accurate as two-day weather forecasting was 30 years ago. Improving forecasting accuracy remains a goal for meteorological services around the world.
- D** This is done to protect life and property. Some of the most common types of severe weather are thunderstorms, cyclones, as well as high winds, floods and drought. This information is vital to allow the public at large to prepare themselves and their property for weather events that may endanger them, to enable electricity companies to be prepared for cable damage so they can warn the public of possible power shortages, and also to help the government to plan relief activities for those affected.
- E** We are all familiar with weather forecasts. Various traditional methods of forecasting have been used for centuries. These include observing the behaviour of certain animals, insects and plants. In the modern world, we listen to the weather forecast on the radio, watch it on the TV or read it in the newspaper. The modern science of weather forecasting is called 'meteorology', which is the study of the atmosphere and its phenomena. In Ethiopia it first attained importance when a small meteorological unit was established in 1951 to provide weather information solely for aviation. Slowly, the usefulness of this information was realised by other sectors so that nowadays weather forecasting plays a vital role in the life of the nation.

TOPIC SENTENCES

- X** Weather forecasting is used on a daily basis by many different sectors.
- Y** Modern weather forecasting involves two principal processes: data collection and analysis.
- Z** A major part of modern weather forecasting is the provision of severe weather warnings.

2 Now answer these questions about the text.

- a** What role has aviation played in weather forecasting in Ethiopia?
- b** What is the role of weather stations, satellites and radar in weather forecasting?
- c** Why do pilots of aircraft need to know about the following?
 - i) thunderstorms ii) hail iii) wind direction
- d** What action might people take if the following are forecast?
 - i) floods ii) drought iii) a cyclone
- e** How has weather forecasting improved in the last thirty years?



B7.8 Writing: A summary

- A summary is a short version of a longer text. It contains the most important information in the longer text.
- To write a summary, read and understand the text. Then, make notes on the text in your own words.
- To make notes, identify the main point and the supporting points in each paragraph. The supporting points give us more information about the main point.
- Finally, write your own text in full sentences and paragraphs. Summaries should be written in your own words, so draw only on your notes; don't look back at the text.

1 Make notes on the text on why weather forecasts are important in this way.

- Fill in the main points by making notes of the topic sentences.
- Make notes of the supporting points in each paragraph.
- Use your own words rather than simply copying phrases from the text.

Why weather forecasts are important	
Paragraph 1 Main point	
Supporting points	
Paragraph 2 Main point	
Supporting points	
Paragraph 3 Main point	
Supporting points	
Paragraph 4 Main point	
Supporting points	
Paragraph 5 Main point	
Supporting points	
Paragraph 6 Main point	
Supporting points	
Paragraph 7 Main point	

Supporting points	
Paragraph 8 Main point	
Supporting points	
Paragraph 9 Main point	
Supporting points	
Paragraph 10 Main point	
Supporting points	
Paragraph 11 Main point	
Supporting points	

- 3** Now write your own text using the information in your notes. On this occasion, your summary can be in bullet points.

B7.9 Increase your word power: Phrasal verbs with *on* and *off*

More rules for using phrasal verbs

- In B6.2 we saw that phrasal verbs behave in different ways:
 - Some phrasal verbs do not take a direct object
 - Other phrasal verbs take a direct object, but this can go in different places.
 - Some can be separated by their object.
 - Some cannot be separated by their object.
- Inseparable phrasal verbs include some two-word phrasal verbs and all three-word phrasal verbs. With this type of phrasal verbs the object goes after the verb:

My brother takes after my mother, but I don't take after her at all.
Don't go back on your promise. You said you would never go back on it.
- Separable phrasal verbs can have a noun object before or after the particle:

Please take your shoes off. Or: Please take off your shoes.

When the object is a pronoun, it can only go before the particle:

Please take them off.

- 1** Match the phrasal verbs with *on* and *off* in the boxes on the left, with the correct synonyms or definitions in the boxes on the right.

a call on call off	cancel visit
b get on get off	develop / make progress receive little or no punishment for a crime
c go on go off	explode continue
d keep on keep off	avoid doing something do something many times
e look on make off	leave quickly consider
f put on put off	postpone gain (kilos in bodyweight)
g set on set off	attack begin a journey
h switch / turn on switch / turn off	start a machine stop a machine
i take on take off	lose (kilos in body weight) employ

2 Rewrite these sentences with an appropriate phrasal verb from the table above.

- Change the grammar of the sentence where necessary
- Separate the phrasal verb where possible.

Example: *The school is employing two new teachers.*

The school is taking two new teachers on.

- a** Please start the TV so that we can watch the news.
- b** The thieves rushed out of the bank and left quickly in a car.
- c** How much progress are you making with your course?
- d** Last night I heard some fireworks exploding.
- e** When I went to my uncle's house I was attacked by his dog.
- f** Do you want to continue learning the guitar?
- g** I have gained 5 kilos since I stopped running.
- h** Please avoid walking on the grass in the garden while it is growing.
- i** I consider my brother to be my best friend.
- j** Don't forget to visit us next time you are in town!
- k** The exam has been postponed as the papers didn't arrive on time.
- l** Nunu's party was cancelled due to the death of her grandfather.



B7.10 Writing: An information leaflet

In Unit 7 we have read, listened to and discussed a number of issues relating to the weather and climate change. These include:

- Climate change
- The greenhouse effect
- Deforestation
- Weather
- The importance of weather forecasts.

Now you are going to write an information leaflet on one of these topics, or another climate or weather-related topic. This information leaflet is for students in Grade 9.

Follow these steps.

1 Research your information leaflet

- a** Decide if you want to prepare your information leaflet with a partner or on your own.
- b** Decide which topic you are going to write about:
 - One of those listed above
 - Another related topic.
- c** Decide what kind of information you want to include in your information leaflet:
- d** Find the information you need in this unit and the work you have done on it or on the Internet.
- e** Do NOT cut and paste your information: read the website and take notes and then write your text in your own words.
- f** If possible, find some photographs and other illustrations to put in your information leaflet.

2 Write your information leaflet

- a** Now you have your information, you can think about how you are going to present it. Decide the following;
 - What section headings are you going to use? In what order are you going to put them?
 - Do you want to use bullet points or write in paragraphs?
 - Where are you going to put your photographs?
 - Do you want to use other kinds of decoration to make your information leaflet more attractive?
- b** Start writing your information leaflet and working on its presentation.
- c** When you have finished it, check it carefully.
 - Decide if you are satisfied with the content, or if you need to change, take out or add anything
 - If you worked with a partner, do it first on your own, and then compare your assessment with your partner's.
- d** When you are satisfied with your content, write a final neat version of your information leaflet.

B7.11 Study skills: Focus on vocabulary**1 How do you feel about learning vocabulary?**

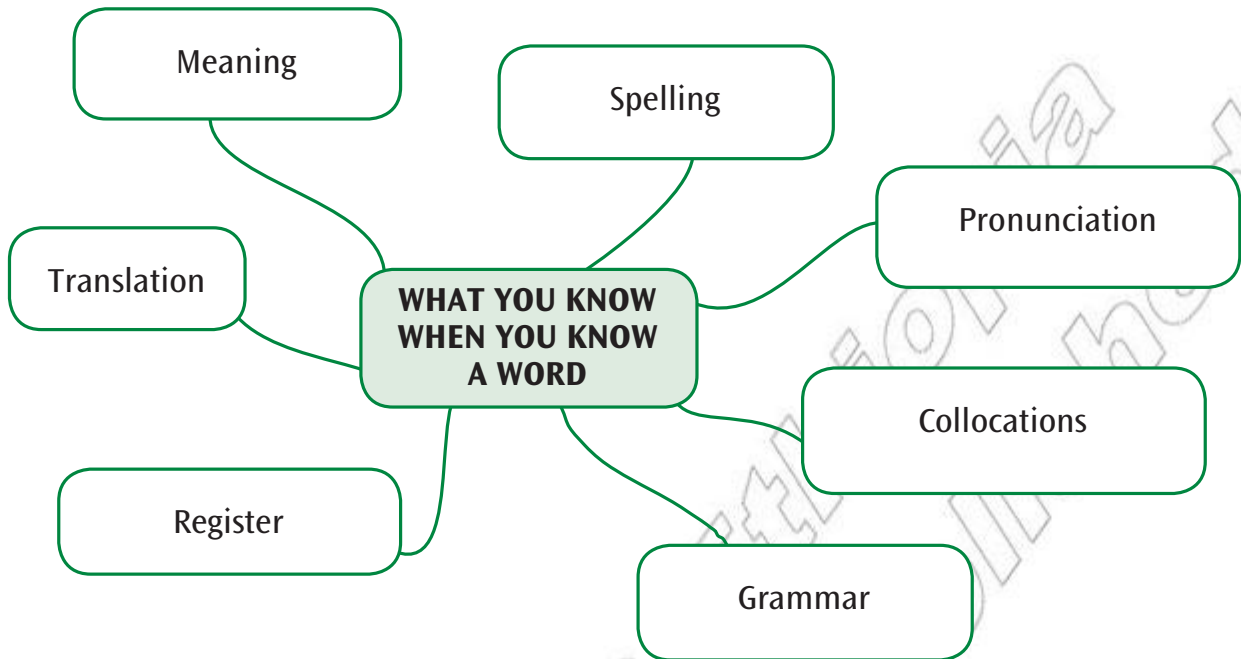
- a** Read these sentences and decide if you agree (A) or disagree (D) with each one.
 - 1** I like learning new words. I try to remember them and use them.
 - 2** Vocabulary is important: you need to know lots of words.
 - 3** There are so many words in English; I can't remember them all.
 - 4** I think I know a word, but then the teacher tells me it has another meaning. How many meanings can a word have?
 - 5** English spelling is very difficult. It doesn't follow any rules.
- b** Now work in a small group and compare your answers. Justify your choices.

2 If you know a word, what do you know?

As you get to know a word, you learn more and more about it.

- a** Work with a partner. The mind map below sets out the different things you know when you know a word. Match these explanations to the features in the mind map.
 - i)** Whether it has one meaning or several.
 - ii)** What it looks like.
 - iii)** What it sounds like.
 - iv)** An equivalent in your mother tongue.
 - v)** What other words it can be used with. E.g which prepositions can go after it or before it, which adjectives or adverbs can go with it.

- vi) Whether it is used formally, informally, neutrally.
- vii) What part of speech it is and how it is used in a sentence.



3 With your partner, look at the words in the table. Using a dictionary, complete as much information in the table as you can.

spelling	meaning	pronunciation	grammar	register	translation
beetroot	dark red root vegetable				
embroider		em 'broider			
hesitate			verb	neutral	
revolting				informal	
screwdriver	a tool that you use for turning screws				
yummy			informal		

4 Assess how well you know some words.

- a You can recognise all the words in this table, but how well do you know them? Complete as much information in the table as you can on your own and WITHOUT using a dictionary.

spelling	meaning(s)	grammar	register	translation(s)	collocations
tree					tall, small, young, mature, banana, mango

bank					
book					
okay					

- b** Compare your results with those of some other people.
- c** We talk or write about different topics. How much we can say or write depends on many how words we know related to that topic. On your own, create your own mind map of words related to the topic of farming. Compare your mind map with those of some other people.
- d** How can you revise and increase your understanding of the words you already know and learn new words?



5 Active and passive vocabulary

As you have already seen, knowing a word is complicated. We know more about some words than others. We may know so little about a word that we can only recognise it and have some idea of its meaning when we meet it, for example, in a reading text. In fact, there are many words that fall into this category: we understand them when we meet them, in other words we know them passively, but we don't use them actively ourselves when we speak or write.

Some new words that we meet are simple and easy, and almost immediately we know everything about them and can use them actively. However, other new words we may only know passively for a long time before we find out enough about them to be able to use them actively. Some words may never pass into our 'active' vocabulary.

It often takes quite a long time before a word passes from our 'passive' vocabulary to our 'active' vocabulary. It depends how often we hear it or read it and come to understand it.

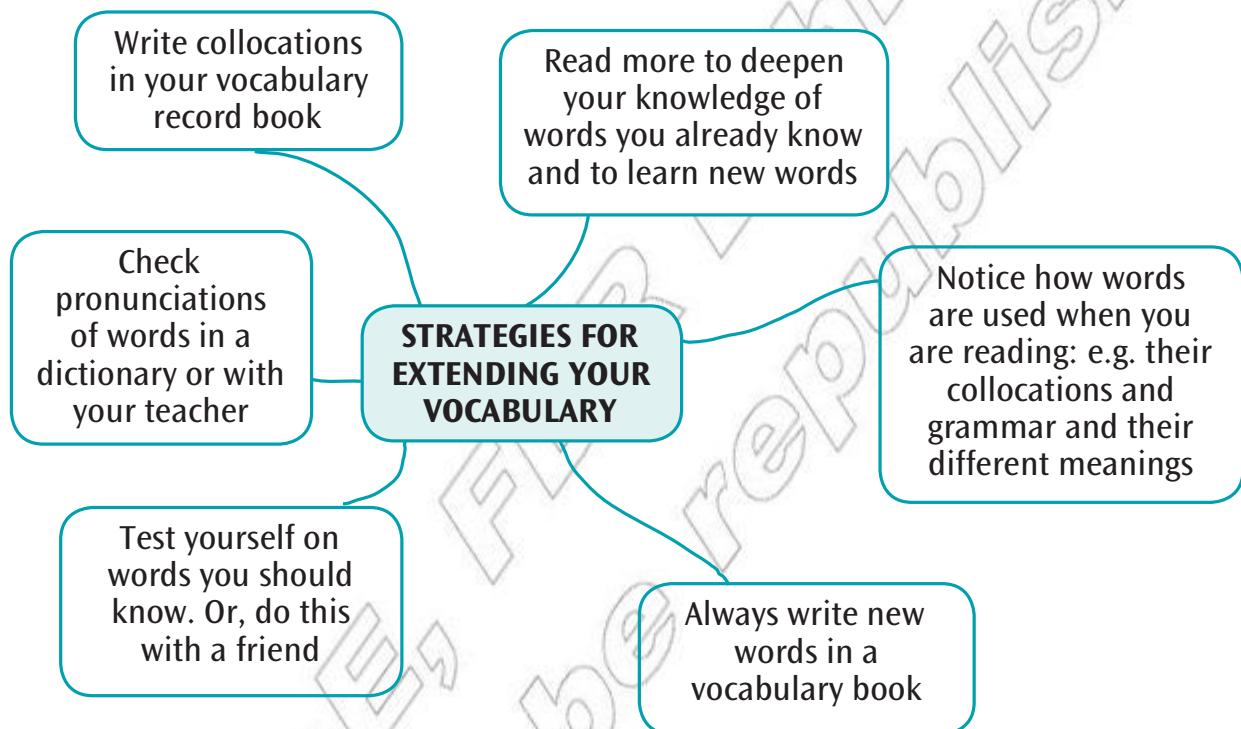
With a partner, discuss which of these words you think you can use actively (without looking back to the table above) and which of them you know only passively.

Unit 7 Weather and climate change

- beetroot
- revolting
- embroider
- screwdriver
- hesitate
- yummy

6 Extending your vocabulary

- a** With your partner, study this mind map and discuss:
- which of these strategies you already use regularly or occasionally
 - which of these strategies you don't use but which are a good idea
 - any other ideas for strategies for extending your vocabulary
- b** Make your own mind map of vocabulary strategies that you think will work for you.



7 Set a vocabulary goal

You have already set goals for improving your writing. You can also do this for extending your vocabulary. Choose one of the strategies in your mind map to focus on next week and write it in the form of a goal in your notebook or study journal.

Example:

My vocabulary goal for next week

I am going to focus on writing new words in my vocabulary record book. I'm going to write not only words which are new but also some words which I know passively but I would like to know actively. I'm going to add words to my vocabulary book in class and when I'm doing my homework. At the end of the week, I'll look through it to revise what is in it.

B7.12 Assessment**1 Speaking and listening**

- 1** Listen to your teacher reading a talk about the future of the world's climate and take notes in this table.

a How climate change projections are made	
b The limitations of climate projections	
c Changes in temperature	
d Changes in rainfall	
e Extreme weather events	
f Changes in sea level	
g Our response to these changes	

- 2** Work with a partner. Take it in turns to re-tell what the speaker said about the future of the world's climate using your notes for reference.

2 Reading

Your teacher will give you a text about floods in Mozambique in February 2000. Read the text and choose the best way to complete each of these sentences.

- 1** In February 2000 Mozambique was:
- a** one of the countries where heavy rain fell
 - b** the only country to suffer flooding
 - c** the country with the most rainfall in Africa
- 2** Flooding in the Limpopo Valley:
- a** continued to 11th February
 - b** caused the Limpopo River to burst its banks
 - c** brought suffering to residents
- 3** Tropical Cyclone Eline:
- a** hit the areas already affected by flooding
 - b** affected Mozambique's second city
 - c** caused flash floods
- 4** Thousands of people were rescued by:
- a** a few ships from South Africa and some other countries
 - b** helicopters provided by foreign governments
 - c** a combination of helicopters and boats

Unit 7 Weather and climate change

- 5** Sofia Pedro:
- a** was born in a tree
 - b** was taken to Chokwe hospital
 - c** gave birth in Chokwe Hospital
- 6** The rescue effort:
- a** took a long time to get going
 - b** was carried out very efficiently
 - c** was not helpful
- 7** As a result of the floods:
- a** 20,000 cattle were killed
 - b** 214,000 classrooms were destroyed
 - c** 113,000 small farmers lost everything
- 8** The Mozambican government:
- a** asked the international community for money
 - b** attended a donor conference three weeks after the floods
 - c** received millions of dollars three months after the floods

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