WEATHER AND CLIMATE

LEARNING OBJECTIVES

Watch and listen
Watch and understand a video about unusual weather.

Reading skills
Read for detail; use your knowledge to predict content.

Critical thinking
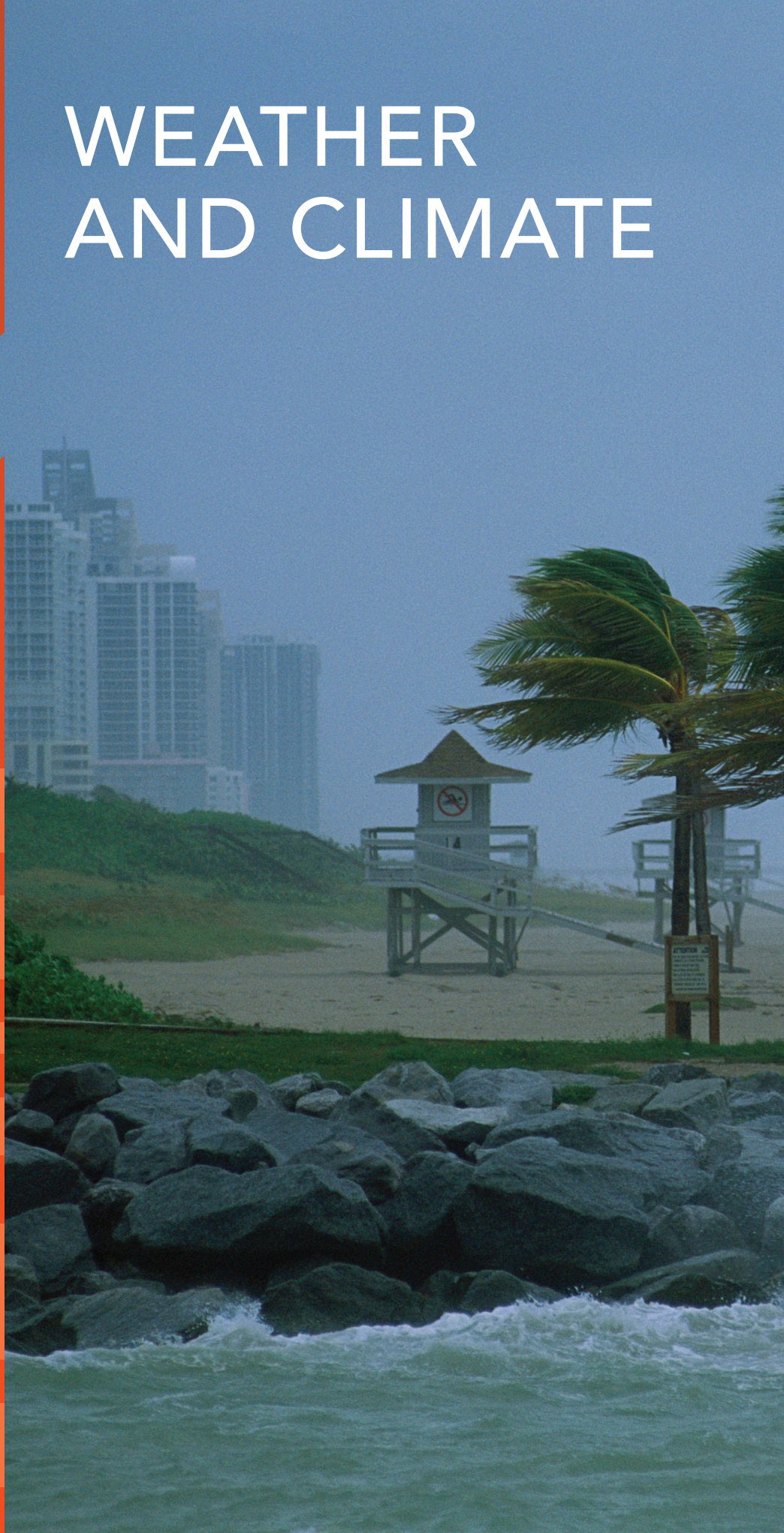Analyze graphs.

Grammar
Use comparative and superlative adjectives.

Academic writing skills
Write topic sentences for descriptive paragraphs; write supporting sentences; give examples with *like, such as, for example.*

Writing task
Write a paragraph describing data from graphs.

UNL⌀CK YOUR KNOWLEDGE

1 Match the types of weather in the box to photos a–d.

cloud (adj)   fog (n)   snow (n)   wind (n)

a   b   c   d

2 What is your favourite type of weather? Why?

3 What is your least favourite type of weather? Why?

4 Look at the large photo. What type of weather do you see?

WATCH AND LISTEN

PREPARING TO WATCH

1 Work with a partner. Discuss the questions below.

1 A tornado is a dangerous example of which type of weather?
   a rain   **b** wind   **c** snow
2 Where are tornadoes common?
3 Have you ever watched a thunderstorm?
4 Why are some people scared of storms?

2 Look at the photos from the video. Circle the ideas you think the video will include. Then discuss your answers with a partner.

1 Information about different weather.
2 The weather in one country.
3 How people prepare for snowstorms.
4 How rainbows happen.
5 The reasons why some places have certain weather.
6 The best place to see a beautiful sunset.

GLOSSARY

crystal (n) a piece of something, for example salt or ice, that is solid with a regular shape

common (adj) found often in many places

form (v) to begin to exist

rise (v) to move upwards

rotate (v) to turn in a circle

atmosphere (n) the mixture of gases around the Earth

WHILE WATCHING

Watch the video. Correct the sentences below. There is one mistake in each sentence.

1 Sun haloes are more common in hot places.

_____

2 Supercell storms do not happen all over the world.

_____

3 About 13% of supercell storms become tornadoes.

_____

4 Waterspouts can be more than 3,000 metres tall.

_____

5 Waterspouts die in about ten minutes.

_____

UNDERSTANDING DETAIL

4 ▶ Watch the video again. Work with a partner. Discuss the questions.

1 How do supercell storms form?
2 What is a lenticular cloud?

5 The speaker says that waterspouts can be dangerous to ships, planes and swimmers. Why is this?

UNDERSTANDING MAIN IDEAS

MAKING INFERENCES

DISCUSSION

6 Work with a partner or in a small group. Discuss the questions below.

1 Have you seen any of the strange weather in the video? If yes, describe what you saw. If not, say what strange weather you would most like to see.
2 Do you think we will see more and more strange weather in the future? Why / Why not?

READING

READING 1

PREPARING TO READ

1 You are going to read a text about weather. Before you read, look at your friend's update on social media. Then match the bold words to the definitions below (1–7).

> Hey everyone,
>
> Studying in Scotland is amazing. The weather is very different from home, though. Last night there was a **huge** storm! The rain **lasted** for eight hours. The **thunder** was so loud it scared the dog, and the **lightning**, though scary, was beautiful when it flashed in the sky. I didn't get to sleep until **almost** 4 am! I'm sure water will **cover** many of the local roads this morning, which means that driving might be **dangerous**. We'll need to be careful on the way to school.
>
> 3 Likes   💬 Comments   ↗ Share

1 _____ (adv) nearly but not exactly
2 _____ (v) to lie on the surface of something
3 _____ (adj) able to harm or hurt somebody or something
4 _____ (v) continued for a period of time
5 _____ (n) a flash of bright light in the sky during a storm
6 _____ (n) the sudden loud noise that comes after a flash of bright light in the sky during a storm
7 _____ (adj) very big

2 Work with a partner. Complete the questions with words from Exercise 1. You do not need every word. Then discuss the questions.

1 Have you ever watched a huge _____ and _____ storm that lasted for several hours? If not, would you like to?
2 In your country, does snow ever _____ the ground? If not, would you like to see that?
3 In your country, can people drive on the roads after a storm or is it too _____? Give reasons.

3 Work with a different partner. Discuss the questions.

1 What kind of weather do you usually have where you live?
2 Does the weather in your country change throughout the year? If so, how?
3 Do you prefer the weather in summer or winter? Why?

Living in the wettest place on Earth

1   Every year the people living in the state of Meghalaya, in north-east India, spend many months preparing for heavy rain. The rains, called the summer monsoon[1], can **last** for days or weeks without stopping. The *Guinness Book of World Records* says that Meghalaya, which means 'abode of clouds', is one of the wettest places on Earth. It gets **almost** 12,000 millimetres (about 470 inches) of rain each year. Compare this to the Sahara Desert, the world's largest hot desert, which gets between 100 and 250 millimetres (4–10 inches). Summer monsoons usually last from April until October. They can change the lives of a fifth of the world's population.

2   _____.
They do this so that the noise from the rain falling on their roof, windows and walls is not as loud. Although rain may not get into the home, the walls inside can feel a bit wet because the fog from outside comes into the house. Sometimes, the rain is so loud that the schools have to close because the children cannot hear what the teacher says in the lesson.

3   _____.
Thunder and **lightning** can damage electricity cables and stop the power supply. Homes and businesses can be without electricity for many days. If people do not have electricity, they cannot turn on their lights or cook their food. It also means it is very dark inside because, even during the day, the sun is behind the clouds. In addition, because there is often no sun for weeks, clothes do not dry very well and can have a strange, bad smell.

4   _____.
Landslides[2] are **dangerous** because they can badly damage buildings or even whole villages. They can also damage roads and stop access to water. This means there is not enough clean water for people to drink. In 2021, there was a landslide in Mumbai, India. It fell on people's homes as they were sleeping, and several people died.

5   _____.
They still go to work and shops open. In Mawsynram, people make things called *knups*, using bamboo and grass. Knups are like umbrellas, but they are a bit bigger and shaped like a tortoise. One knup takes about an hour to make. A knup can keep somebody dry from their head to their knees. Some people who work in their homes use the monsoon as a business opportunity. For example, they make knups for the six-month monsoon season and sell them to visitors.

6   _____.
Research suggests that climate change caused by human activity, such as industry and agriculture, will make a difference. In India, for example, the monsoon season is likely to get wetter and more dangerous because extreme[3] rainfall events will happen more often.

[1]**monsoon** (n) a season when there is heavy rain, mostly in Asian countries
[2]**landslide** (n) a movement of rocks and soil down a hill
[3]**extreme** (adj) the most unusual or most serious possible

WHILE READING

4 Read the topic sentences (a–e). Then read the text quickly. Complete the paragraphs (2–6) with the correct topic sentence.

    a Summer monsoons are not a new phenomenon, but experts are worried.

    b Heavy monsoon rains can cause landslides.

    c Some people in the town of Mawsynram, in Meghalaya, prepare for the rain by **covering** their homes with dried grass.

    d People can spend a lot of time indoors during the monsoon, but life does not stop.

    e The monsoon storms can leave people in the dark.

5 Work with a partner. Compare your answers to Exercise 4. If you have different answers, point to the information in the paragraph that helped you find the answer.

SKILLS

Reading for detail

When you read a text, it is important to understand the details as well as the main ideas. Details give specific information about a text. Details are important because they support the main idea in a paragraph. You can find details in a text by looking for the key (important) words. Read the key words carefully to understand the information.

6 Circle the correct ending (a or b) for each sentence (1–4). Compare your answers with a partner.

    1 Every year almost 12,000 millimetres of rain fall …
      a in Meghalaya.   **b** in the Sahara.

    2 People cover their homes with grass …
      a to keep their homes dry.   **b** to keep their homes quiet.

    3 Landslides can …
      a damage villages.   **b** provide drinking water.

    4 Climate change …
      a will not affect monsoon weather.   **b** may affect monsoon weather.

READING BETWEEN THE LINES

7 Circle the correct answer. Identify the parts in the text that helped you answer each question.

    1 This text is an excerpt from
      a a newspaper.   **b** a textbook.

    2 What kind of information is included in the text?
      a facts   **b** opinions

POST-READING

DISCUSSION

8 Work in small groups. Discuss the questions below.

1 Has the weather in your country changed in recent years?
2 Will the weather in your country change in the future?

WRITING

9 Think about the weather in your country and in another country. Write one sentence to describe how the weather is the same in both places and one sentence to describe how it is different.

_____

_____

READING 2

PREPARING TO READ

Using your knowledge to predict content

You can understand something better if you connect it to what you already know. Before you read something, first think about what you already know about the topic.

USING YOUR KNOWLEDGE

1 You are going to read about the Sahara Desert. Before you read, try to answer the questions.

1 Where is the Sahara Desert – South Africa or North Africa?
2 Is the weather there hot and dry, or cold and wet?

UNDERSTANDING KEY VOCABULARY

2 Write the words in bold next to the definitions (a–f).

1 It was sunny all day, so it was a **shock** when it started to rain.
2 The temperature will **rise** in the summer and **drop** in the winter.
3 Let's wait and see what the weather is like tomorrow. Then we'll **decide** if we want to go to the beach or to a museum.
4 Be **careful** when you drive on icy roads and go slowly.
5 Mawsynram, India has the most **precipitation** in the world. It gets almost 12,000 millimetres of rain every year.

a _____ (adj) paying attention to what you do so that you don't have an accident
b _____ (v) to decrease; to fall or go down
c _____ (v) to choose between one possibility and another
d _____ (n) a big, unpleasant surprise
e _____ (v) to increase; to go up
f _____ (n) water that falls to the ground as rain or snow

3 Read the article on page 89 and check your answers to Exercise 1.

WHILE READING

4 Read the article again. Write the paragraph number (1–8) next to the best title (a–e). You do not need to use all the paragraph numbers.

a Stay out of the sun _____
b Drink water _____
c Stay cool during the day and warm at night _____
d Don't eat too much _____
e Stay with your car _____

5 Match the sentence halves. Use the graph on page 89 and information in paragraph 2 to help you.

1 The coldest time is
2 The average amount of rain in a year
3 The temperature is 33 °C
4 The coldest temperature at night

a between 2 pm and 4 pm.
b is –1 °C.
c is 70 mm.
d at four o'clock in the morning.

READING BETWEEN THE LINES

6 Where might you find an article like this?

a in a newspaper
b in a travel magazine
c in a Maths textbook

POST-READING

DISCUSSION

7 Look at the list. Which things would you need most if you were alone in the desert? Choose the three most important things.

a a blanket
b a mirror
c 20 litres of water
d a radio
e a map
f a hat

8 Work with a partner. Compare your answers and explain your choices.

9 Work with a partner. Choose two weather situations from Reading 1 and Reading 2. Discuss some survival tips for the weather you chose.

Surviving the sea of sand[1]

How to stay alive in the Sahara Desert

Euan Barr

1 Can you imagine a sea of sand three times bigger than India? This is the Sahara Desert, the largest hot desert in the world. It covers 11 countries in North Africa and is over 9 million square kilometres. That's more than 25% of Africa.

2 In the Sahara, temperatures are very different during the day and at night. It is much hotter during the day than at night. During the day, the hottest time is between 2 pm and 4 pm, when temperatures **rise** to 33 °C. But it is very cold at night – the coldest time is at 4 am, when temperatures fall to −1 °C. Though not the driest place in the world, the Sahara is very dry. The average **precipitation** in a year is only 70 millimetres.

3 Because of the extreme temperatures in the desert, it is a very difficult place to survive. Marco Rivera, our survival expert, has some tips.

4 Take warm clothes and a blanket. You will need a hat, long trousers and a woollen jumper to keep you warm at night. During the day, cover your body, head and face. Clothes protect you from the sun and keep water in your body. You will also need a warm blanket at night. It can get cold very quickly. When the temperature **drops**, it can be a **shock** and make you feel even colder.

5 A car is easier to see than a person walking in the desert. You can also use the mirrors from your car to signal[2] to planes and other cars. You can use your car tyres to make a fire. A fire is easy to see. It will help people find you and it will keep you warm at night.

6 Try to drink some water at least once every hour. You need your water to last as long as possible. Drink only what you need. When you talk, you lose water from your body. Keep your mouth closed and do not talk.

7 If you eat, you will get thirsty and drink all of your water more quickly. You can eat a little, but only to stop you from feeling very hungry. Eat very small amounts of food and eat very slowly. You can live for three weeks with no food, but you can only live for three days without water.

8 It is very important to stay out of the sun during the day. Make a hole under your car and lie there. This will keep you cool and help you sleep. Find a warm place to sleep at night. A spot near a tree or a rock will be the warmest. But be **careful** before you **decide** where to sleep. Dangerous animals like snakes and scorpions also like to sleep in these places. Look carefully for animals before you lie down.
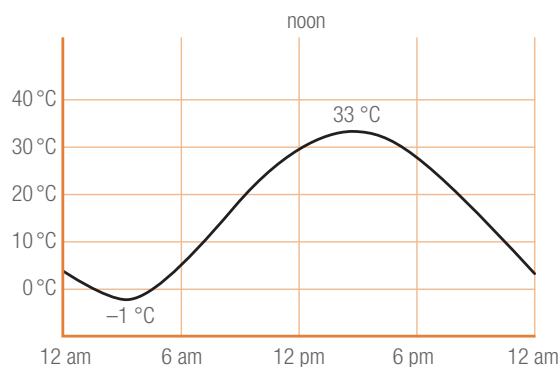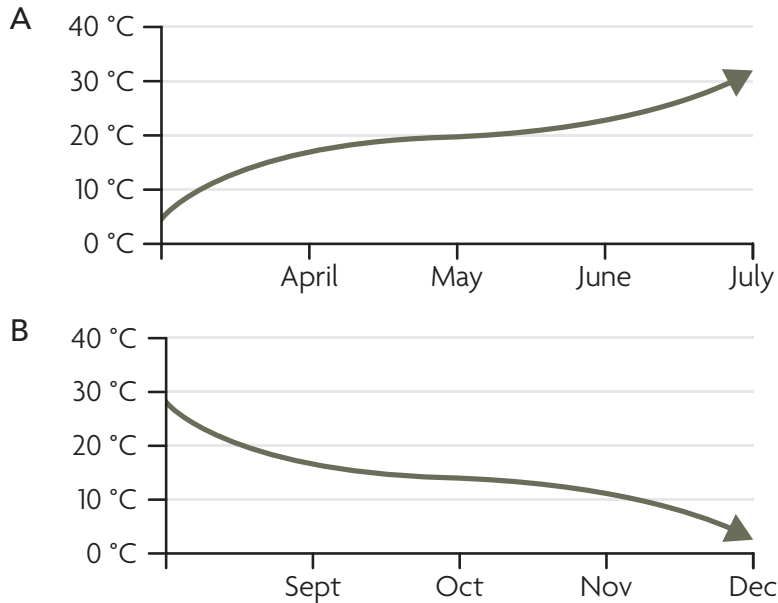

[1]**surviving** (v) staying alive in dangerous situations
[2]**signal** (v) make a sign or wave to get somebody's attention

⊙ LANGUAGE DEVELOPMENT

COLLOCATIONS WITH *TEMPERATURE*

A

B

1 Look at the graphs (A and B). Complete the sentences (1–4) with words from the box.

> high   low   maximum   minimum

1 The _____ temperature is 32 °C, in July.
2 The _____ temperature is 3 °C, in December.
3 In July there are _____ temperatures.
4 In December, there are _____ temperatures.

DESCRIBING A GRAPH

VOCABULARY

You can use certain words and phrases to talk about graphs. Use the verbs *rise, drop, fall* and *reach* and the nouns *increase* and *decrease* to describe changes on a graph. *Increase* and *decrease* are also verbs.

**2** Match the sentences (1–4) to the correct graph (A or B).

1 The temperature **rises** to 32 °C. _____
2 The temperature **drops** to 1 °C. _____
3 The temperature **falls** to 1 °C. _____
4 The temperature **reaches** 32 °C. _____

3 Complete the statements with the bold words in Exercise 2.

1 Use _____ and _____ to talk about an increase in temperature.

2 Use _____ and _____ to talk about a decrease in temperature.

4 Work with a partner. Take turns to choose a graph (1–4) and describe it to your partner. Use words and phrases from Exercises 1 and 2. Your partner must guess which graph you described.

Amount of rainfall in four different countries
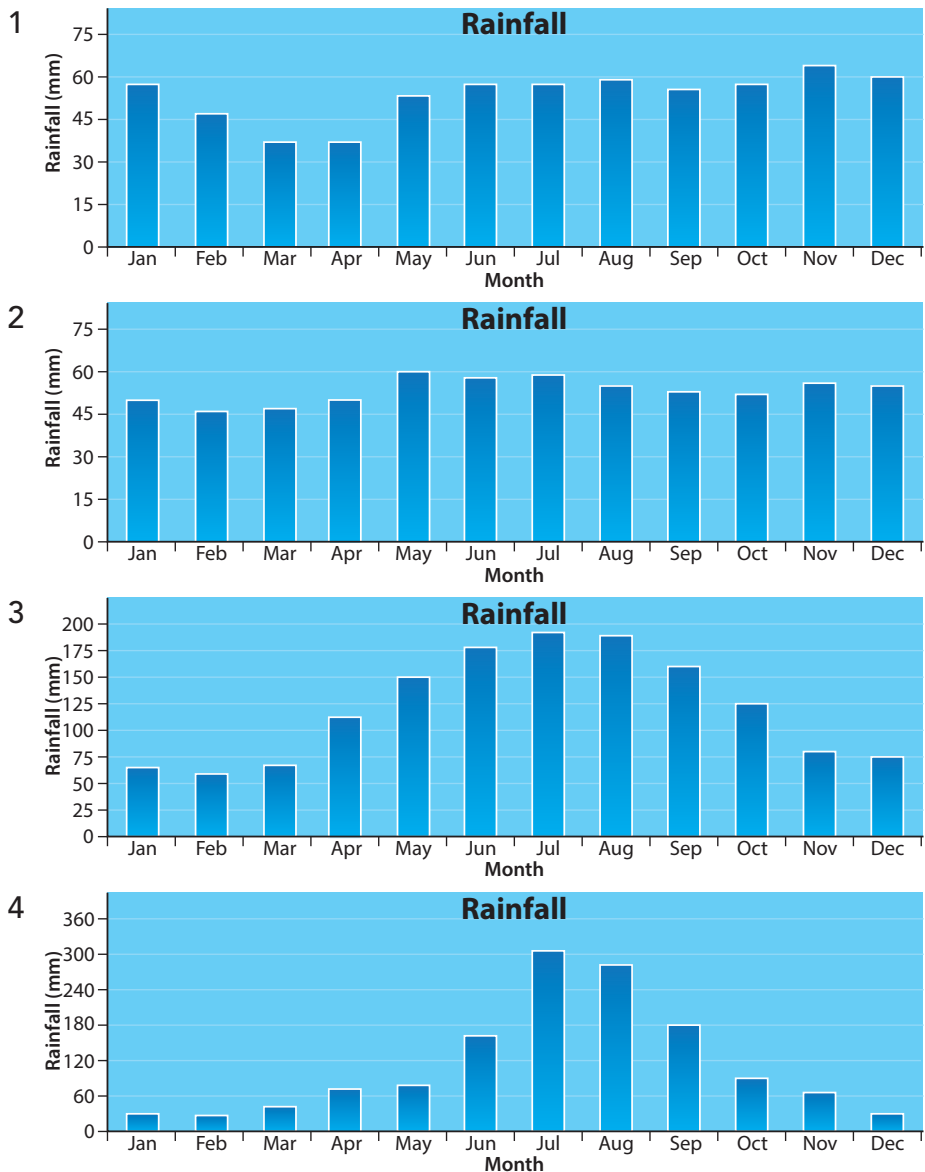
WRITING

CRITICAL THINKING

At the end of this unit, you will write a paragraph describing data from graphs. Look at this unit's writing task below.

> Compare the weather in two places, using information from graphs.

Analyzing graphs

You can use graphs to show numbers or data. When you look at a graph, you can see the most interesting information quickly and easily. When you write about graphs, look at the highest and lowest numbers and then choose the most interesting information to write about.

UNDERSTAND

1 Look back at the graph in Reading 2 on page 89 and answer the questions.
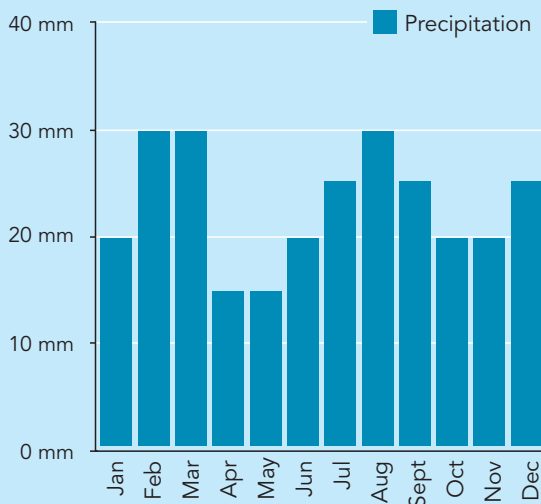
   1 What do the numbers on the left side of the graph show?
   2 What do the numbers at the bottom of the graph show?
   3 What does the highest point in the graph show?
   4 What does the lowest point in the graph show?

ANALYZE

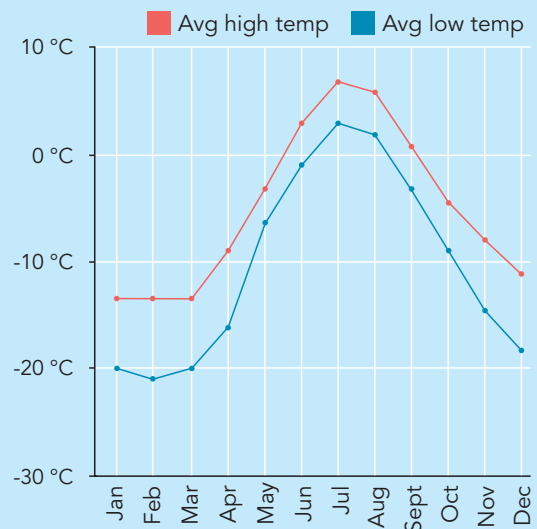**2** Look at the graphs (A–D). What kind of information does each one show? Check your answers with a partner.
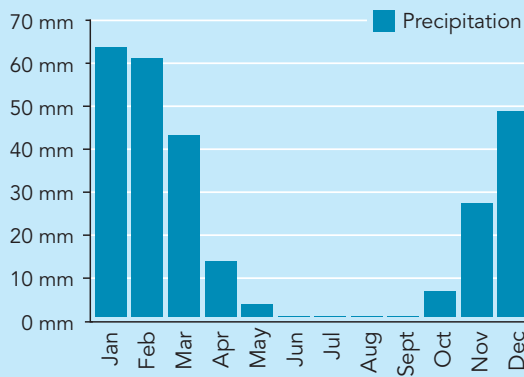

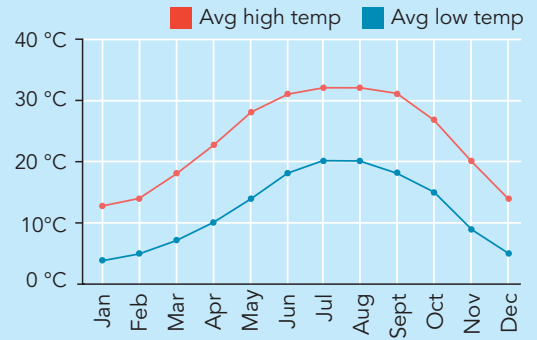**A** Precipitation over a year in Svalbard, Norway

B Temperature over a year in Svalbard, Norway

C Precipitation over a year in Amman, Jordan

D Temperature over a year in Amman, Jordan

3 Circle the correct words to complete the sentences.

1 Graph A shows *temperature in degrees Celsius / precipitation in millimetres / the number of hurricanes.*

2 Graph B shows *temperature in degrees Celsius / average hours of daylight / precipitation in millimetres.*

3 Graph C shows data for *Amman / Svalbard.*

4 Graph D shows *average temperatures / precipitation.*

5 Graphs A and C are *line graphs / bar charts.*

6 Graphs B and D are *line graphs / bar charts.*

4 Complete the tables, using the information from the graphs in Exercise 2.

Svalbard, Norway

Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Precipitation				15 mm			25 mm		25 mm			
Average high temperature	–13 °C				–3 °C						–8 °C	
Average low temperature			–20 °C	–16 °C								–18 °C

Amman, Jordan

Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Precipitation		61 mm							0 mm		28 mm	
Average high temperature	13 °C					31 °C						14 °C
Average low temperature			7 °C			18 °C				15 °C		

5 Look at the graphs and the tables again and answer the questions.

1 Which months have the highest temperatures in each place?
2 Which months have the lowest temperatures in each place?
3 Which months have the most precipitation in each place?
4 Which months have the least precipitation in each place?
5 What extreme weather do you think these places might have?
6 What problems might this cause for the people who live there?
7 Research more information online about questions 5 and 6. Share your information with a partner. Discuss the most interesting information.

GRAMMAR FOR WRITING

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Comparative adjectives

Use comparative adjectives to compare two or more things. Use *than* to compare one thing with another.
For one-syllable adjectives, add *-er*.
*Spain is **warmer than** Norway.*
For one-syllable adjectives which end in one vowel and one consonant, double the consonant and add *-er*. Do not double the consonant *w*.
For one-syllable adjectives ending in *-y*, remove the *-y* and add *-ier*.
*London is **wetter than** Rome.*
*Precipitation in July is **lower than** in March.*
*Rome is **drier than** London.*
Use two comparatives and *and* to describe how somebody or something increases or decreases in a particular way.
*The weather got **hotter and hotter**.*
Use *more* or *less* before almost all adjectives with two or more syllables.
*Madrid is **less beautiful than** Paris.*
For two-syllable adjectives which end in *-y*, remove the *-y* and add *-ier*.
*Today was **rainier than** yesterday.*
Some comparative adjectives are irregular.
*good → **better**   bad → **worse***
Use *as* + adjective + *as* to say that two nouns are similar or the same. Use *not as* if the two nouns are not similar or the same.
*Cairo is **as hot as** Dubai.*
*London is **not as hot as** Cairo.*

Superlative adjectives

Use *the* + superlative adjective to compare one person, thing or idea to others. It means 'more / less than all of the others'.

*Meghalaya is one of **the wettest** places on Earth.*

For one-syllable adjectives, add *-est*.

cool ➞ *the coolest*   *cold* ➞ *the coldest*

For one-syllable adjectives which end in one vowel and one consonant, double the consonant and add *-est*. Do not double the consonant *w*.

hot ➞ *the hottest*   *low* ➞ *the lowest*

Use *the most* or *the least* before almost all adjectives with two or more syllables.

dangerous ➞ *the most dangerous / the least dangerous*

For two-syllable adjectives which end in *-y*, remove the *-y* and add *-iest*.

hungry ➞ *the hungriest*   ✗ *the ~~most~~ hungriest*   *early* ➞ *the earliest*

Some superlative adjectives are irregular.

good ➞ *the best*   *bad* ➞ *the worst*

1 Complete the table with the correct form of the adjective. Check your answers in Reading 1 and Reading 2 and with a partner.

adjective	comparative	superlative
cold		
wet		
dry		
extreme		
large		
big		
dangerous		
easy		

2 Choose the comparative or superlative form of the adjectives in Exercise 1 to complete the sentences.

1 This is *drier / the driest* year on record: no rain for two months.
2 This winter is *colder / the coldest* than last winter.
3 Our oceans can have some of *more extreme / the most extreme* weather on Earth.
4 This summer was *wetter / wettest* than last summer.
5 In my country, *bigger / the biggest* problem is the cold weather.

3 Look at the fact files for Cuba and Iceland. Complete the sentences, using the word in brackets to make a comparative or superlative adjective.

FACT FILE Cuba

- Maximum temperature: 32 °C
- Minimum temperature: 18 °C
- Average rainfall: 173 mm
- Average sunshine: 7.5 hours a day

FACT FILE Iceland

- Maximum temperature: 14 °C
- Minimum temperature: –2 °C
- Average rainfall: 94 mm
- Average sunshine: 3.4 hours a day

1 Cuba has a _____ maximum temperature than Iceland. (high)
2 Iceland is _____ than Cuba. (cold)
3 Iceland has the _____ temperature of the two countries. (low)
4 Cuba is _____ than Iceland. (wet)
5 Iceland is _____ than Cuba. (dry)
6 Cuba is the _____ of the two countries. (rainy)
7 Cuba is _____ than Iceland. (sunny)

ACADEMIC WRITING SKILLS

TOPIC SENTENCES FOR DESCRIPTIVE PARAGRAPHS ABOUT A GRAPH

When writing about a graph, use the phrase *the graph shows* in the topic sentence to describe the information in the graph.

The graph shows the temperature in degrees Celsius over 24 hours in the Sahara Desert.

Notice how the following order is used:

The graph shows + what is measured + time period + place.

1 Complete the topic sentences about graphs A and B on page 92 in the Critical thinking section.

1 Graph A shows the _____ in millimetres over one _____ in _____ .
2 Graph B shows the _____ in degrees Celsius over one _____ in _____ .

SUPPORTING SENTENCES

The *supporting sentences* in a paragraph give more information about the topic sentence. When writing about graphs, numbers (or *data*) are used to support main ideas.

Thunderstorms are common all over the world. Weather experts estimate that there are 16 million thunderstorms around the world every year.

2 Underline the main idea and circle the data in the pairs of sentences.

1 The hottest time is between 2 pm and 4 pm. Temperatures rise to 33 °C.
2 The coldest time is at 4 am. Temperatures fall to –1 °C.

3 Match the sentence halves to complete the statements.

1 The main idea   a describes a general feature or trend from the graph.
2 The data   b is a number from the graph to illustrate the trend.

4 Match the main ideas (1–4) to the data (a–d).

Main ideas
1 New York is as rainy as Houston.
2 The hottest month is March.
3 July is sunnier than August.
4 The coldest month is December.

Data
a There are 8.7 hours of sunshine every day in July and 8 hours of sunshine every day in August.
b Temperatures reach 37 °C.
c Both cities have an average rainfall of 1,270 millimetres.
d Temperatures fall to –7 °C.

5 Read the topic sentence. Then circle all the supporting sentences (a–f) which belong in the paragraph.

Topic sentence: The weather in Costa Rica changes in different regions.
a The rainiest area in the country is the north-east mountain region, which receives 3,580 millimetres of rain each year.
b The Central Valley, where the capital city of San José is located, has the mildest temperature year round.
c In Costa Rica, the rainy season lasts from May to November.
d At the beach, the temperature can rise to as high as 33 °C.
e In the rainforest, there are thousands of different types of animals to see.
f On the highest mountain, called Cerro Chirripó, temperatures can drop to below freezing at night.

GIVING EXAMPLES

like, *such as* and *for example*

In a supporting sentence, writers often give examples to support the main idea. Use *like*, *such as* and *for example* to give an example or a list of examples.

*Stay warm by wearing the right clothes, **like** a hat and a sweater.*

*Research suggests that climate change caused by human activity, **such as** industry and agriculture, will make a difference.*

*There are a lot of fun activities to do in the winter, **for example** skiing and ice skating.*

Use a comma before *like*, *such as* and *for example*.

6 Rewrite the sentences. Put the words in brackets in the correct place and use *like*, *such as* or *for example*. In some items, more than one answer is possible.

1 Wildfires have many different causes. (lightning)
   Wildfires have many different causes, like lightning.

2 It is too hot to snow in some Central American cities. (Managua, Guadalajara)

   _____

3 There are monsoons in certain parts of the world. (India, Bangladesh)

   _____

4 When you go camping, bring important items. (water, sunscreen)

   _____

5 You can do a lot of outdoor activities in warm weather. (swimming, walking)

   _____

6 Some cities are very wet and rainy. (Hong Kong, Mumbai)

   _____

WRITING TASK

Compare the weather in two places, using information from graphs.

PLAN

1 Read the information about writing topic sentences about a graph on page 96 again. Then look back at the graphs for the places in the Critical thinking section on pages 92–93. Write a topic sentence to describe the data in the graphs.

_____

_____

_____

2 Work with a partner. Share your topic sentences. Does your topic sentence describe the information in the graphs? Make changes to your topic sentence if necessary.

3 Work with a partner. Discuss the most interesting fact about temperature for each place. Then discuss the most interesting fact about precipitation for each place.

4 Write a sentence about each of your facts about temperature. Use data to support your statements.

_____

_____

5 Write a sentence about each of your facts about precipitation. Use data to support your statements.

_____

_____

6 Refer to the Task checklist on page 100 as you prepare your paragraph.

WRITE A FIRST DRAFT

7 Write a first draft of your paragraph.

REVISE

8 Use the Task checklist to review your paragraph for content and structure.

TASK CHECKLIST	✔
Did you write a topic sentence and supporting sentences?	
Did you give examples with *like*, *such as* and *for example*?	
Did you write about precipitation and temperature?	
Did you compare data from the graphs?	
Have you used data from the graphs to support the main ideas?	

9 Make any necessary changes to your paragraph. Ask a classmate to help you.

EDIT

10 Use the Language checklist to edit your paragraph for language errors.

LANGUAGE CHECKLIST	✔
Did you use the correct collocations with *temperature*?	
Did you use the correct vocabulary to describe the graphs?	
Did you use comparative and superlative adjectives correctly?	

11 Make any necessary changes to your paragraph. Ask a classmate to help you.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write *3*, *2* or *1* for each objective.

3 = very well   2 = well   1 = not so well

I can ...

watch and understand a video about unusual types of weather. _____

read for detail. _____

use my knowledge to predict content. _____

analyze graphs. _____

use comparative and superlative adjectives. _____

write topic sentences for descriptive paragraphs about
a graph. _____

write supporting sentences. _____

give examples with *like*, *such as* and *for example*. _____

write a paragraph describing data from graphs. _____

2 Use the *Unlock* Digital Workbook for more practice with this unit's learning objectives.

UNLOCK DIGITAL WORKBOOK

WORDLIST

almost (adv) ⊙	fall (v) ⊙	precipitation (n) ⊙
careful (adj) ⊙	huge (adj) ⊙	reach (v) ⊙
cover (v) ⊙	increase (n, v) ⊙	rise (v) ⊙
dangerous (adj) ⊙	last (v) ⊙	shock (n) ⊙
decide (v) ⊙	lightning (n)	thunder (n)
decrease (n, v) ⊙	maximum (adj) ⊙	
drop (v) ⊙	minimum (adj) ⊙	

⊙ = high-frequency words in the Cambridge Academic Corpus