

UNIT 9 What's the weather like?

*How are the characters in the sketch feeling? Why?
Which of the following do you see in the sketch: oil spill, drought, volcanic eruption, flood, melting ice?*



*With your partner, decide on a suitable title for this picture.
What is causing drought and flooding in different parts of the world? Discuss your answers in small groups and compare your ideas with the class. Make a list of other problems caused by climate change.*

Topic	What's the weather like?
Grammar	Using Reported speech
Reading Skills	Skimming through a text and make brief notes to report to a group Matching photographs to text
Listening Skills	Predicting what the speaker is going to say Listening for specific words
Writing Skills	Writing a report of events
Functions	Reporting facts
Vocabulary	Weather, climate, energy sources; environmental damage, power resources and energy consumption
Strategies:	I can write a text and expand it by giving examples, explanations and personal evaluation of how I feel about the situation I can talk about people and places in a picture I can report what somebody said

Lesson 1

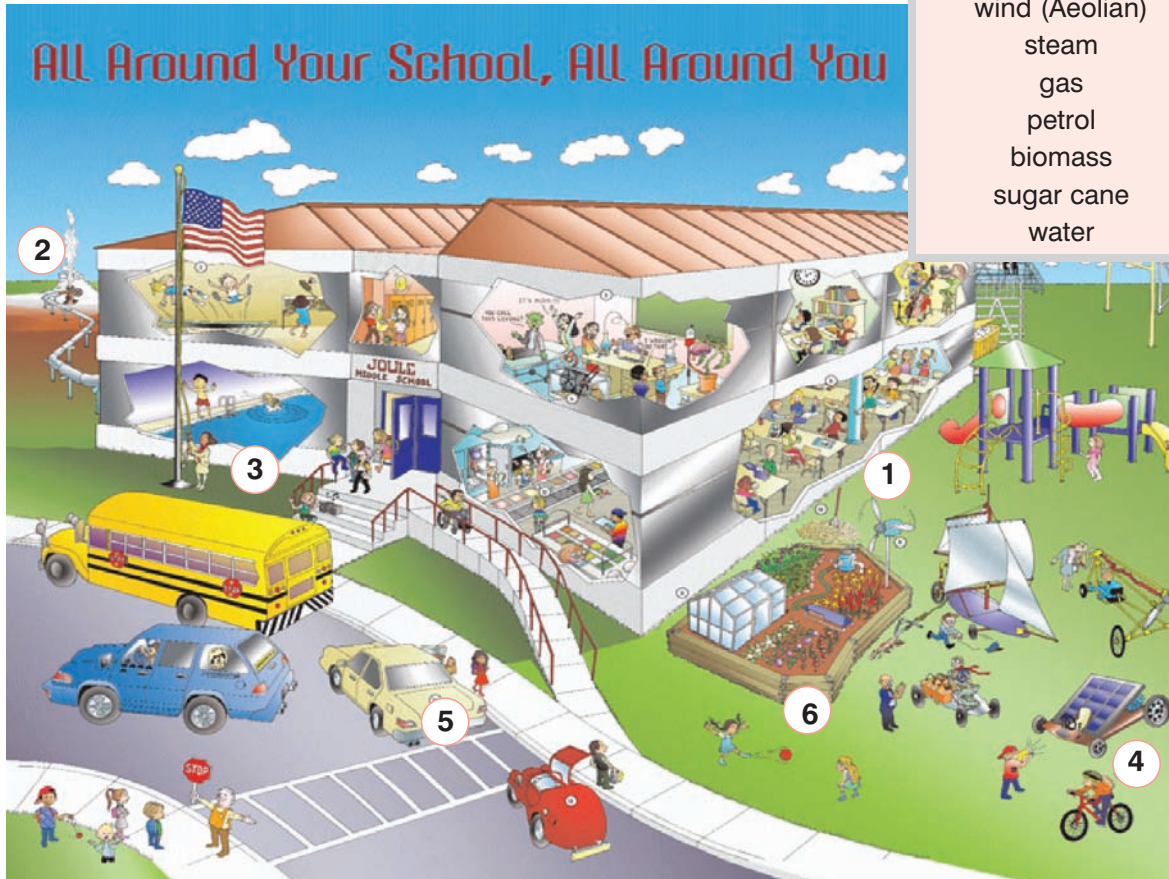
AIMS

- To provide opportunities to discuss energy sources and possible solutions.
- To skim through a text and make brief notes to report to a group.

Lead-in Task 1

- A. With your partner, look at the picture below. Which sources of energy from those in the box can you find? Match them with numbers 1-6.
- B. How are these sources of energy used in the picture?

Sources of energy
 sun (solar)
 wind (Aeolian)
 steam
 gas
 petrol
 biomass
 sugar cane
 water



Task 2

- A. Use your ideas from Task 1 to choose the right option in the statements below.

- Underground water from a geyser is used to make (steam / tea / wind).
- The gerbil spins a wheel to produce (steam / chemical energy / electricity)
- (Solar / Wind / Water) panels on the scoreboard collect energy and convert it into electricity.
- The wind moves the windmill which produce (gas / fuel / electricity) to operate a water pump.
- Organic material in the garden produces (thermal / heat / solar) energy as well as methane gas.

- B. In pairs, use the words in the sentences above to help you make one more statement about an energy source in the picture

(e.g. Electricity is produced by a windmill).

Energy around us!



Speaking

Task 3

A. *With your partner, discuss which source of energy (wind, wave, sun, fossil fuels) you could use if you lived:*

- i) on a Greek island?
- ii) in the mountains in Greece?
- iii) in a big city?
- iv) in a small town?

Example: In Tinos, wind can be used as a source of energy, because Tinos is a very windy place and wind power is environmentally friendly.

B. *With your partner, think of the advantages and disadvantages of using each of the above sources of energy. Think about: how renewable each one is; how environmentally friendly it is; the cost; the problems.*



Reading

Task 1 - Pre-reading

- i) *What is the main element in hydro-power?*
- ii) *Why does Iceland only have a few hours of sunlight everyday in the winter months?*
- iii) *Which of the following would you NOT expect to see on a farm in India? Why?*
 a) gas lamp b) wood c) computer



Task 2

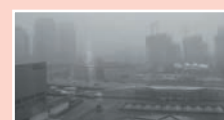
In an international project, schoolchildren were asked to send in letters and pictures that describe how energy sources are used in their community and the impact on the environment and their lives. In groups of three, choose one of the texts A, B or C and skim quickly through it to find the energy sources mentioned. Then report back to your group.

A. Beijing bicycles

Hello! My name is Jiang An Li. I live with my mum and dad in Beijing, which is the capital of our country. Because the streets are polluted from the cars, mum says that everyone should go on bicycles because then the air would be cleaner.

When I asked her how this could happen, she said that the government should ban all cars. When I don't have school or things to do around the house, I go for a ride on the bike with my sister and friends.

Our electricity comes from a power station outside Beijing that burns coal. This makes the air very dirty, but at least it's not in our house. In Shanghai people also have electricity, but it comes from hydro-power. The hydro-power comes from the water falling over the big Three Gorges dam, which has been built across the Yangtze River.



Draw a line to match each photograph with the corresponding part of the text.

Lesson 1

B.
Boiled alive!

Hello! My name is Brynja. I live in the capital of Iceland. In winter we have only four hours of daylight. When my cousin from Spain visited us last year he said it felt strange to have the lights on during the day. He told me that in Spain people used solar power to heat their houses and for showers. The water for the shower in our house comes from underground, where it gets heated by lava. The pipes sometimes freeze because of the low temperatures and we have no hot or cold water.

This water also bubbles up and fills the lakes and ponds. In winter, the water is really hot, so we can go swimming. We all love to spend our free time in this way. My mum asked me if I wanted to go swimming this afternoon at an outdoor pool. Of course, I agreed. As for public transport here, our new buses run on electricity instead of petrol and they don't produce exhaust fumes. It is much cleaner than the combustion engine which runs on fossil fuels like petrol.



Draw a line from the photographs to the corresponding parts of the text.

C.
An Indian summer

Hello, my name is Lalita. I live in India. Our farm is miles away from everywhere and we use a horse-driven cart to get around because we don't have a car. Travelling around is a real problem. The capital Bombay is nearly 1,000 kilometres away. I have never been there but my mum told me that it was a huge city. Horrible smoke and fumes come out of the exhaust pipes of old buses and cars. This pollution is really smelly.

Although we are extremely poor, we are happy. Mum cooks in the small room using a wood fire. We don't have enough wood to heat water to wash in, so I wash under the pump in the yard. Dad has told us that one day he would build us a new house. Each day, after school I collect firewood or help mum with dinner. When it gets dark we light our kerosene lamp, which lights our room with a bright flame. Mum sings and dad tells stories.



Draw a line from the photographs to the corresponding parts of the text.

Task 3

Find the countries where the speakers live on the map.

What else do you know about these countries (e.g. famous sites and landmarks, lifestyle, food, means of transport)? Do you know any other countries using the same energy sources and with the same lifestyle?

Would you rather live in one of these countries or in your own? Why? Which of these countries would you like to visit? Why? Discuss as a class.

Task 4

Complete the following chart with information from the texts.

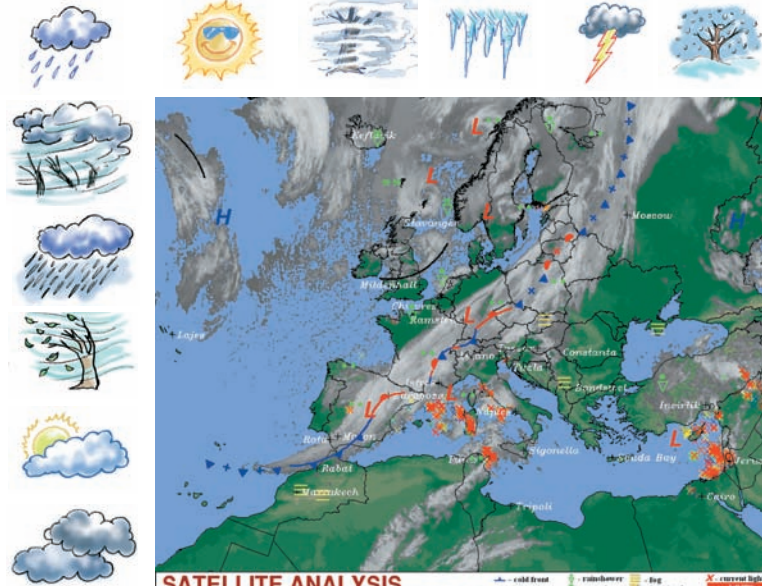
COUNTRY	DIFFICULTIES	SOURCE OF PROBLEM	PASTIME ACTIVITY
China			
Iceland			
India			
Greece			

Energy around us!

Task 5

What's the weather like today?

A. In pairs, look at the weather map on the right and make a short list of the information the map gives about climate. What season is it? How do you know?



<http://www.bbc.co.uk/weather/>

Task 6: Mini-project - Mediation

The weather in 2100

Your class is participating in a European project to prepare a weather forecast for 2100. Use the weather report for Greece on the right to help you prepare a weather report for winter 2100. Draw a map of Greece and add symbols for the weather. Present your report to the class.

ΕΛΛΑΔΑ



Σήμερα

Αραιές νεφώσεις και μέτριες θερμοκρασίες στο μεγαλύτερο μέρος της χώρας.

Αττική

Λίγες νεφώσεις. Η θερμοκρασία θα φτάσει στους 19 βαθμούς. Ασθενείς μεταβλητοί άνεμοι στον Σαρωνικό και τον Νότιο Ευβοϊκό.

Θεσσαλονίκη

Λίγες νεφώσεις. Η θερμοκρασία θα φτάσει στους 19 βαθμούς. Ασθενείς άνεμοι μεταβλητών διευθύνσεων στον Θερμαϊκό.

Game - Chinese whispers

Use the completed weather map in Task 5 to make a statement about the weather in ONE European country. Then whisper the statement to the next student. Continue like this until all the class has passed it on it. The last student says what was said aloud.

Example:

Student 1: It's raining in Scandanavia.

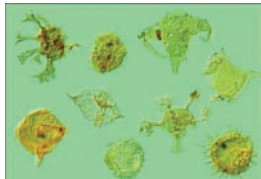
Student 2: He says that it is raining in Scandanavia.

Lesson 2



Listening 1 Task 1

Look at the pictures.



Do you think the science teacher is going to talk about a) alternative sources of energy, b) environmental protection, c) natural history? Listen and check your ideas.



AIMS

- To use visuals to predict what is going to be heard on a recording
- To listen for specific words to complete a task

Task 2

A. Listen to the science teacher again and complete the statements below with the missing words.

- a) She said that in the UK an average home Kilowatts of energy every day.
- b) She said that gas no smell but it very explosive.
- c) She said that one recycled aluminium can enough energy to run a computer for three hours.
- d) She said that gas is a fossil fuel that from dead sea creatures.

B. Which facts are: a) very interesting b) interesting c) not interesting? Tell your partner your reasons.

Task 3

A. In pairs, look at the writing strategies and match the questions on the right with each strategy.

- 1) make a statement
- 2) explain the statement
- 3) give an example
- 4) say how you feel about the statement.

Example: 1 matches with vii because the answer to vii is a statement.

- i) Why would the idea of putting solar panels in the Sahara Desert be good?
- ii) Which parts of your home is energy used most.
- iii) Why do gas companies put a stinky smell into the gas?
- iv) Why might Holland be a good country for windmill technology?
- v) Why would recycling save so much energy?
- vi) What animals produce electricity and methane?
- vii) What is the most widely used fossil fuel today?

Alternative sources of energy!

- B.** With your partner, find the answers to the questions and report back to class. Use the internet or an encyclopaedia or ask your Physics or Geography teacher.
- C.** Use the writing strategies to write a short paragraph of 20-30 words about an energy source.

If we cover 1% of the Sahara Desert with solar panels, we can generate enough electricity for the whole world!

We will have no oil left in 30 years' time.



Grammar Task 1

A. What did the teacher say?

She said that if we **covered** 1% of the Sahara Desert with solar panels, we **could** generate enough electricity for the whole world.

B. What happens to the verb in the reported statement?

It is in the tense.

C. Look at the statement on the right and circle the correct form of the verb in italics:

The teacher said that we *will* / *would* have no oil left in 30 year's time.

D. Decide if the rule is true or false.

When we report what someone said in the past the verb in the reported statement is always one tense back.



Task 2 - Mediation

In a speech in 2008, the President of the Hellenic Republic talked about the environment and what needs to be done.

You are a member of an International Green Group and you need to report some facts about the disasters caused by fire in Greece.

Read what the President said and then choose some of the facts to report them in writing to the International Green Group. Ask questions about the facts: who, where, when, why, what?

«Η χρονιά που πέρασε σηματοδεύτηκε ανεξίτηλα από τις φονικές πυρκαγιές του καλοκαιριού. Τα σπίτια θα ξαναφτιαχτούν αλλά οι άνθρωποι που χάθηκαν δε θα επιστρέψουν και η οικολογική καταστροφή που συνέβη θεραπεύεται πολύ δύσκολα. Χρειάζεται πάθος και αφοσίωση για να ξαναγίνει η καμμένη γη δάσος. Χρειάζεται μια νέα αντίληψη για το περιβάλλον για να μην ξαναζήσουμε τέτοιο όλεθρο. Το φετινό καλοκαίρι αλλάξαμε. Χάθηκε η ψευδαίσθηση ότι η κλιματική αλλαγή είναι φαινόμενο που δεν μας αφορά άμεσα και προσωπικά. Αυτή η αφύπνιση ας είναι η αρχή για τον επαναπροσδιορισμό του κοινωνικού μας πολιτισμού. Η οικολογική συνείδηση του κάθε πολίτη και η στράτευση του στην προστασία του περιβάλλοντος είναι ο μόνος δρόμος για τη σωτηρία της φύσης. Κληρονομήσαμε ένα υπέροχο φυσικό περιβάλλον και θα είμαστε υπόλογοι απέναντι στις επόμενες γενιές και στην ιστορία, εάν δεν το παραδώσουμε όπως το παραλάβαμε.»

Lesson 2



Speaking

Task 1

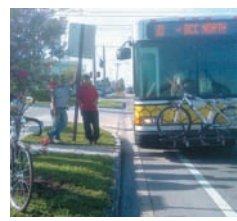
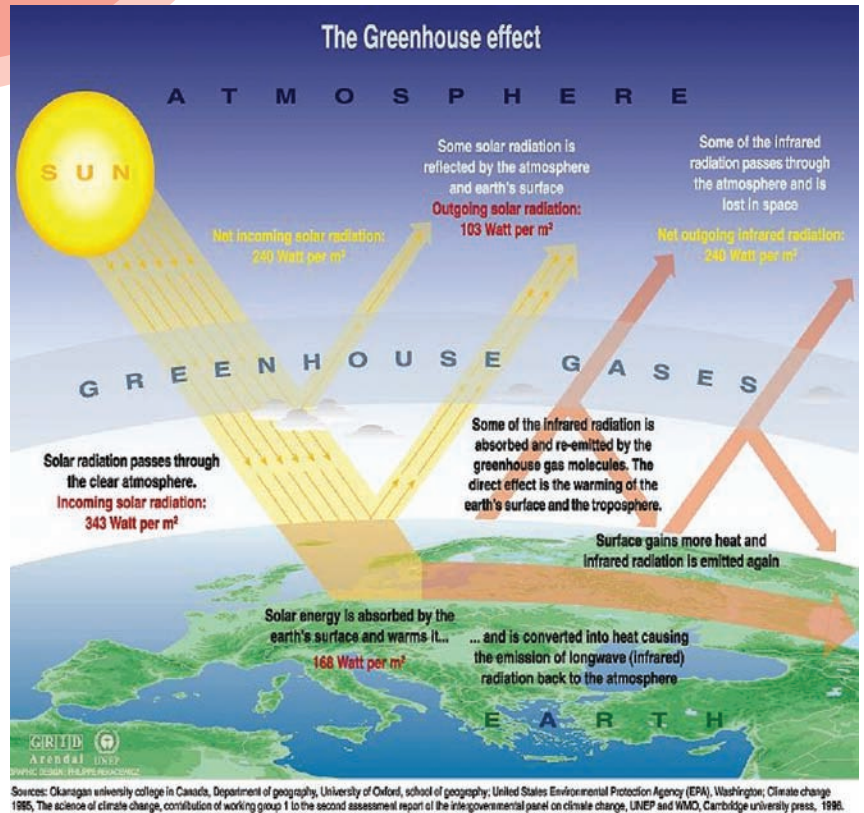
Look at the diagram. What does it show?

In groups of three, take turns to explain each part of the diagram.

Task 2

Look at the pictures below and decide why these ideas might be used to reduce greenhouse gases.

In your group, decide on one idea that would be best.



Task 3

Write a short note about the best idea saying why you think it would be good. Pass your note to one of your partners. He/She will read your note and then report what you said to the other students in the group.

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.....

.....



Listening 2 - Task 1

In groups of four, make a list of the electrical appliances that you have in your house. Then compare your list. Discuss in your group which you think costs more to run- e.g. a washing machine, or a fridge?

Write a number beside each item according to how much electricity it uses. For example, number 1 uses the most electricity.

Task 2

Check your answers by listening to an electrician talking about energy consumption in the home. Write the kilowatts each appliance uses beside each of the items on your list that he mentions. How close were you to the right answer?

Alternative sources of energy!

Task 3 - CFC (chlorofluorocarbon) gas

Now look at these electrical devices. How have they improved people's lives? Which one gives off the most CFC gas? Ask your Physics teacher.



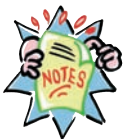
Task 4

- A. Look at the box and decide which of the lighting ideas would be popular with the owners of a castle. Why? Which three would be the most popular?
- B. In your group, create a small poster advertising the castle. Say what the castle has that makes it attractive to: an ecologist, a tourist, a historian, a group of school students.

candle light
gas light
firelight
fluorescent lights
chandeliers
bonfires
bulbs

Mini-project

Look at the logos for Kyoto and Bali on the opposite page. What do you know about Kyoto and Bali? Search on the internet to find information on these projects. With your partners, use this information and the pictures in Task 2 above to create a leaflet to inform the students of your school about global warming.



Writing

You have seen this advertisement for a skiing holiday in Austria and decided with your class to spend a week there. An English-speaking friend of yours went there last winter, and told you that things were not exactly as promised. Read the advertisement and the notes he has made for you.

Using this information, write a report for your class describing what happened.

Weather was cold

We didn't have a good time!

Snow was hard; not suitable for beginners

No instructor to teach us how to ski!

We needed gloves.

Passport for lifts was not necessary.

Advertisement text:
Skiing Holiday in Austria
- weather always warm
- you will have a good time
- snow suitable for beginners
- you can learn to snowboard
you don't need gloves
must have passport to go on lifts

Lesson 3

Electricity bills

Project Lead-in

In groups of four, look at an electricity bill. How much is the bill? What do all the numbers mean?

Task

You will create a poster to make students in your school aware of how they use and waste electricity.

The poster should contain advice on how to reduce energy consumption in the home.

Step 1

Find out the following:

- What is a unit of electricity called?
- How much is the cost per unit?
- What is the average electricity bill for each household in the class?

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ΕΠΟΜΕΝΗ ΜΕΤΡΗΣΗ:	09/11/2005				

Step 2

Discuss as a class:

- which appliances are used the most in each house
- which appliances they think are the most expensive and the least expensive to run.

Use the information in Tasks 2 & 3 in Listening 2 (p.104).



Step 3

In your group find out as much as you can about electricity consumption in the house. Each member of the group will be responsible for different areas:

- Student 1 has to find out about the number of hours the TV, computer, stereo, is on each day.
- Student 2 has to find out the numbers of hours the cooker, dishwasher, washing machine or microwave is used in a week.
- Student 3 has to think of ways that could reduce the electricity bill from the ways the parents use electricity in the house.
- Student 4 has to think of ways to reduce how the children in the family use electricity.

Each student will report back to the group in the next lesson. The group will then prepare a poster project on Electricity Consumption and how to save it.

See this site for ideas on uses of electricity: <http://www.teachnet.ie/pcoakley/consumers.htm>

Self - evaluation

Activity A

Complete each sentence with a word from the box

- i) energy comes from steam.
- ii) energy from the sun is clean and efficient.
- iii) Organic waste and many animals produce gas.
- iv) Many homes in Greece now use gas for heating and cooking.
- v) Most cars and lorries use a fuel source of energy.

methane
fossil
natural
solar
thermal

___/2.5 points

Activity B

1) Match the words in the two boxes.

stinky	poor
heavy	smoke
bright	smell
thick	flame
extremely	rain

___/2.5 points

2) Use the pairs above to complete each of the sentences.

- a) We couldn't play tennis because of the
- b) The gas from the factory gave off a which made us feel sick.
- c) Many people who live in the shanty towns are
- d) The from the chimneys blocked out the rays of the sun.
- e) The oil burned with a which lit up the whole area

___/2.5 points

Activity C

1) Find words from the Unit which go with the following words a-e.

- a) appliances
- b) gas
- c) panels
- d) consumption
- e) fuels

___/2.5 points

2) Write the Greek equivalent for each expression from C1 below.

- a)
- b)
- c)
- d)
- e)

___/2.5 points

Self - evaluation

Activity D

Complete the following sentences with a suitable word pair (noun+noun).

public transport exhaust fumes fossil fuels combustion engine CFC gases

- i) One of the major causes of global warming is the increase in from sprays and air conditioning units.
- ii) Gottlieb Diesel invented the for cars and trucks.
- iii) In recent years in many Greek cities has improved greatly.
- iv) People in Tirana have breathing problems because of the from the cars.
- v) One day the world will have no left and we shall need to find other energy sources for our vehicles.

___/2.5 points

Activity E

Write five sentences about what someone you know said to you recently.

For example: My mother said that I needed to clean my room more often.

.....

.....

.....

.....

.....

___/5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can recognize common word pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can infer information and talk about a picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can report what somebody said	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can read facts and understand if they are important or not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>