


Ready to Run

Publisher Pack

A2 STORM CHASERS

Package Content

 A2 video on the topic of Weather

 On/Off captions

 Teacher Guide

 Video Transcript

 Learner Handout x1

Learning Goals

 **Vocabulary**

Weather
Directions
Adjectives

 **Speaking skills**

Discussion

 **Writing skills**

Article


 **CLIL Project**


Topic

Weather

Length

 **Preparation time**
10 mins

 **Class time**
Up to 90 mins


 **Project time**
1 to 2 lessons

1 Before watching

 **Small Groups**  10 min

 **Collaboration · Communication**

Put learners into small groups and ask them to make a list of extreme jobs. How many can they think of?

 **Watch out for these terms:**
chase (*v*); expert (*n*); shot (*n*)



Note

Add an element of competition by giving a strict time limit, with the winning team being the one with the most original ideas!

Some learners may need prompting so have a few ideas ready to go: skydiving instructor, safari guide, professional stunt performer, etc.

2 While watching

a.  **Pairs**  10 min

Tell the learners that they are going to watch a film about Reed and his team of professional storm chasers. Distribute Handout 1 and draw their attention to activity a). Ask the learners to answer the question:

- Why are Reed and his team of storm chasers following the storm?

b.  **Pairs**  10 min

Ask the learners to read the statements in activity b) on Handout 1. Then, while watching the video again, they should try to correct the information. Immediately after the video, the learners should compare their answers with their partner.

- The team find giant hailstones the size of footballs.
- The storm chasers are driving across Kansas.
- Reed wants to drive into the tornado.
- While they drive, Reed calls the local police.
- They leave because they have got amazing shots of the storm.
- Reed says it is one of the most boring tornadoes he has seen.



Flipped classroom: It's possible to give learners activities a) and b) to do at home with no changes. However, the next class should begin with the learners checking their answers together. Remind the learners that they can watch the video as many times as they want.

A2 STORM CHASERS

3 After watching

NATURAL SPEECH

 Small Groups  15 min

Watch the section 02:39 - 02:50 again. Ask the learners to pay attention to what Reed and Sean say. Try to elicit that within each sentence, clear emphasis is put on *amazing* /ə'meɪ.zɪŋ/. It is very common to emphasise adjectives in spoken English.

Put the adjectives from the video up on the board (see Topic Vocabulary in the Transcript). Ask learners to choose three and write one sentence for each of them. When they have done this, ask them to practise saying the sentences in small groups. Monitor to ensure correct word and sentence stress.

SPEAKING

 Small Groups  15 min

 Critical Thinking · Creativity · Collaboration Communication

In small groups get the learners talking about the preparation that is necessary to do before storm chasers can start following a storm. Encourage them to create a to-do list that includes physical preparation, any areas of study that members of the team should have done, and an equipment list.

WRITING

 Small Groups/Individual  30 mins


 Critical Thinking · Creativity · Collaboration Communication · Initiative · Productivity

Reed Timmer and his team love their job. Ask the learners to get into small groups and brainstorm the question: 'What makes people love their job?'. After each group has generated three or four ideas, ask learners to work individually and write a short article on the topic.

4 CLIL Project

Extreme weather

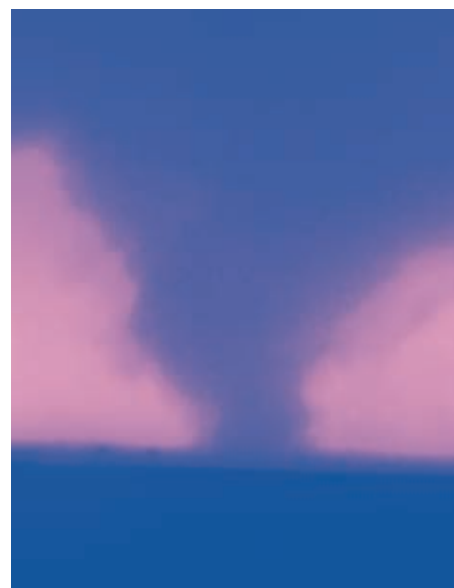
 1/2 lessons

 Critical Thinking · Creativity · Collaboration Communication · Leadership · Initiative

The tornado in the video was El Reno. At the time it was the widest tornado in recorded history. Extreme weather such as this is becoming more common and is attributed to human-induced global warming.

Working in small groups, learners research extreme weather events: What are they? Are they becoming more common? Are they due to human-induced global warming? What can be done to prevent them? This should culminate in a written report.

Social Studies · Geography · Earth Science · Politics





A2

STORM CHASERS

a. Answer this question:

Why are Reed and his team of storm chasers following the storm?

b. Correct these sentences:

1. The team find giant hailstones the size of footballs.
2. The storm chasers are driving across Kansas.
3. Reed wants to drive into the tornado.
4. While they drive, Reed calls the local police.
5. They leave because they have got amazing shots of the storm.
6. Reed says it is one of the most boring tornadoes he has seen.

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Video Transcript

A2 STORM CHASERS

Topic vocabulary (in bold)

WEATHER

hailstone (n)

fall (v)

to iron (v)

storm (n)

blow (v)

rain (n)

tornado (n)

wind (n)

DIRECTIONS

across (prep)

keep going (coll)

go (right) past sth (coll)

long way (n)

straight (adj)

left/right side (n)

take (a left)

ADJECTIVES

giant (adj)

dangerous (adj)

large (adj)

strong (adj)

violent (adj)

amazing (adj)

NARRATOR Reed Timmer and his team of **storm** chasers are after a big **tornado**.

DICK Oh, watch out!

REED Baseballs! See the baseball?

NARRATOR They have found **giant hailstones** the size of baseballs on the ground, and can see the **tornado** in the distance.

But they need to get closer.

REED Get in Seth, get in!

NARRATOR As **storm** chasers, they follow the **storm** to get the best images, and find out exactly how big and how **dangerous** the **storm** is.

REED Wow. Keep the wipers going.

NARRATOR Today, they are driving **across** Oklahoma, trying to get a better look at one of the **largest tornadoes** they have ever seen.

And they've seen lots of them.

REED **Take a left** here!

SEAN Left?

REED Yes.

SEAN OK.

REED Left.

Shut your windows!

SEAN Shut the window!

NARRATOR It's hard to choose the best road to take with the **wind blowing** and the **rain falling** this hard.

But Reed is an expert.

REED **Keep going straight** for a **long way**.

SEAN Going south-east, we **go right past** it then?

REED Yeah.

SEAN OK.

NARRATOR Reed wants to drive past the **tornado** and find out what's on the other side.

While they drive past, he calls the local television weather channel and uses his phone to live stream what he can see.

REED There's the **left side**, there's the **right side**.

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giant (adj)

dangerous (adj)

large (adj)

strong (adj)

violent (adj)

amazing (adj)

REED It's a **violent tornado** back there and this thing is getting **stronger**, getting bigger, getting wrapped in **rain**. This is big, this is a very **violent tornado**.

Everybody OK?

Wow, alright, we just ripped the hood off.

NARRATOR When the **wind** starts to break the car, it's time to leave.

SEAN Let's get out of here.

NARRATOR But they have some **amazing** shots of the **storm**. Now it's time to go home.

REED Another intense night, eh?

SEAN Yeah.

REED That was one of the most **amazing tornadoes** I've ever seen.

SEAN Yeah, **amazing**. Every day it keeps getting better.

REED Another day at the office. Never stop chasing.

SEAN Never stop chasing.