



Level 4	
Suitable for:	young learners who have completed up to 200 hours of study in English
Type of English:	British
Headwords:	800
Key words:	15 (see pages 2 and 4 of these Teacher's Notes)
Subject words:	11 (see pages 2 and 5 of these Teacher's Notes)
Key grammar:	adverbs of frequency, past simple, phrasal verbs (e.g. <i>ran out of, put up</i>), past continuous, <i>could</i> for possibility, comparatives, intensifiers (e.g. <i>lots of, very</i>)

Summary of the Reader

This book looks at storms from the viewpoint of John who is interested in the topic. John is Jenny's son and he likes storms but their dog, Patty, doesn't. John has a book on storms and takes the student on a journey as they both discover facts about different types of storms. The book is divided into six sections looking at the following areas: thunderstorms, hailstorms, tornadoes, sandstorms and snowstorms, hurricanes, typhoons and cyclones.

The book provides facts for these different weather types and addresses how and where they most often occur. The book looks at some occurrences in history of these weather types from across the world.

Introducing the topic: Storms

Before students read the book ...

- Show the students the cover of the book and talk about what they see. Read out the title and explain, in L1 or in English, what a storm is.
- Read the back cover copy to the students. Explain that they will find answers to the questions as they read the book. Elicit whether the students have ever seen a storm and discuss what it might look and sound like.

- Use a world map on the classroom wall to talk about different climates in different parts of the world.
- Ask students to find countries in the book that show different types of extreme weather and their effects on the country. Ask if they know of any famous storms in their country or around the world.
- Do Activity 1 and 2 on page 23 of the book.

Did you know ... ?

- A storm can last up to one month.
- There are different names for tropical storms. These are: cyclones, typhoons and hurricanes.
- There is a saying in English *Lightning doesn't strike twice*. This saying means that the same thing is not likely to happen again in the same place.
- In fact, about 100 lightning bolts hit the Earth every second, but not always in the same place!

The characters

Jenny is John's mum.

John is Jenny's son. He is very interested in storms.

Patty is John and Jenny's dog.

Key words

(see page 4 of these Teacher's Notes for the Key words in context)

above (prep)	hard (adj)
break (v)	hide (v)
building (n)	inside (prep)
carry (v)	outside (prep)
centre	power(n)
dangerous (adj)	shelf (n)
dry (adj)	wall (n)
ground (n)	

Topics and themes

Geography

- Ask students to look through the book and make a list of all the cities and countries named in the book. In pairs they can locate these on a globe or world map.
- Students choose one place and find out other information on the internet about weather and climate in that area and share it with the class in a presentation.

History

- Students look at storms through history either in their own country or continent, or abroad. Ask them to research which are the worst recorded storms and where they happened.
- Students work in groups to create factsheets. Then they compare their answers with other groups.

Science

- Students research on the internet or elsewhere to find out what conditions create extreme weather. Do experiments exist which can help them to study and understand these extreme types of weather?

Subject words

(see page 5 of these Teacher's Notes for the Subject words in context)

blizzard (n)	hurricane (n)
blow (v)	spin (v)
cellar (n)	strike (v)
cyclone (n)	thunder (n)
electrical storm (n)	typhoon (n)
flash (n)	

- Create a Weather Board on the classroom wall for students to display their findings using pictures they have cut out, graphs, print material or their own drawings.

Maths

- Write the following information on the board:

Every second is 340 metres.

1 km = 1000 m.

I saw lightning and I heard thunder after 5 seconds.

$340 \times 5 = 1.7 \text{ km}$.

Set other sums for students to do in pairs.

Art

- Students make a poster showing different types of weather events or create a world map illustrating the weather in different countries.

Literacy

- Students find all the numbers in the book and classify them into: years, speeds, distance / size and time.
- Next, ask the students to create a wordmap with each word. They should work in groups to add to the wordmap with other related words that they know. Give help and advice where needed.

Class Activities (After Reading)

Here are some activities to do with your class after reading *Storm!*

1. Storm factbooks

Materials: large sheets of blank paper or card; coloured pens and pencils

- Make a class factbook or a class chart showing information about weather in the book or other sources.
- Students can work in pairs. They are given, or can choose, one of the weather types from the book (thunderstorms, hailstorms, tornadoes, sandstorms, snowstorms or hurricanes / typhoons and cyclones) and should research this topic for homework. The students should look at answering the following questions:

Why do they happen?

Is there a famous instance of this weather?

What should you do in this weather?

Example

Thunderstorms

Thunderstorms are often lightning and thunder.

Why do they happen?

Hot air rises and meets cold air.

Is there a famous instance of this weather?

Many years ago lightning struck the Eiffel Tower.

What should you do in this weather?

You shouldn't stand under trees. You shouldn't be in water. You should go inside a building.

- Discuss how many extreme types of weather share similar characteristics. For example, tornadoes, sandstorms and snowstorms all have strong winds. Look at the other features which appear as well.

2. Making thunder

Materials: brown paper bag

- Blow into the paper bag, twist and seal it. Then hit it with your free hand.
- The air compresses and the pressure breaks the bag. Explain to students that we see the bag exploding and then we hear the sound. This is like thunder and lightning, we see the lightning first because light moves faster than sound.

3. Comparing weather

Materials: each of the eight weather types written on a different piece of paper. Make several sets depending on the number of groups of students.

- Prepare small slips of paper with the following weather types on: thunderstorms, tornadoes, hailstorms, sandstorms, snowstorms, hurricanes, typhoons and cyclones. Make one pack for each group.
- Distribute one pack to each group of three or four. Ask students to rank them in order of most dangerous to least dangerous.
- Ask each group of students to come up to the whiteboard and place their slips of paper on the board, starting with the most dangerous. Then the class can compare their ideas and discuss any differences in opinion.

Key words

above The storm was above their house. (p. 16)

break..... You can see where they hit this car and broke the glass! (p. 11)

building..... Lightning often strikes trees and tall buildings. (p. 7)

carry In a sandstorm, a very strong wind carries sand very far, very fast. (p. 14)

centre..... We call the centre of the storm the 'eye'. (p. 18)

dangerous 'Sandstorms are so dangerous,' (p. 15)

dry Sandstorms happen in hot, dry places. (p. 14)

ground They become hard, heavy ice, which falls to the ground. (p. 10)

hard..... Because they are hard ice they can cause a lot of damage. (p. 11)

hide..... They often hide in a cellar. (p. 13)

inside..... Hailstones form inside clouds. (p. 10)

outside It was dark outside now and he could see stars in the sky. (p. 20)

power People were without power for a long time. (p. 19)

shelf..... After dinner, he took it down from the shelf and started to read. (p. 5)

wall..... A sandstorm can move at 40 kilometres an hour and the wall of sand can be 300 metres high! (p. 14)

Subject words

- blizzard**..... A snowstorm with fast winds becomes a blizzard. (p.17)
- blow** The sky was dark and the wind blew the leaves on the trees. (p. 3)
- cellar** They often hide in a cellar. (p. 13)
- cyclone** Hurricanes, Typhoons, Cyclones. (p. 18)
- electrical storm** ... We sometimes call thunderstorms 'electrical storms'. (p. 6)
- flash** Suddenly, John saw a flash of lightning outside. (p. 8)
- hurricane**..... Hurricane Katrina hit the USA in 2005. (p. 19)
- spin** A tornado is a column of spinning winds. (p. 12)
- strike** Lightning often strikes trees and tall buildings. (p. 7)
- thunder** There is always thunder *and* lightning in an electrical storm. (p. 6)
- typhoon** Hurricanes, Typhoons, Cyclones. (p. 18)



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While-Reading activities

Activity 1 (pages 3–5)

Complete the table.

coat chair excited rain scarf scared shelf table wind

clothes	weather	feelings	furniture

Activity 2 (pages 6–9)

Circle the correct words.

- a We sometimes call thunderstorms **lightning** / **electrical** storms.
- b Light moves **faster** / **slower** than sound.
- c If you count the time between thunder and lightning you can tell how **far away** / **high** the storm is.
- d Dogs don't like storms because loud noises hurt dogs' **eyes** / **ears**.

Activity 3 (pages 10–15)

Read and write *H* (*Hailstorms*), *T* (*Tornadoes*) or *S* (*Sandstorms*).

- a They carry sand very far.
- b They can damage trees, cars and houses.
- c People hide in cellars to stay safe.
- d They sometimes come after thunderstorms.
- e Drops of water rise and become cold and they fall to the ground.

Activity 4 (pages 3–19)

Complete the table. Tick the features of each type of weather.



	wind	snow	sand	rain	ice	thunder
thunderstorms						
hailstorms						
tornadoes						
sandstorms						
snowstorms						
hurricanes typhoons cyclones						

After-Reading activities

Activity 1

Read the sentences and find the words in the wordsearch.

- a** Another word for an electrical storm.
- b** A large, heavy ball of ice.
- c** You often find these in the USA.
- d** These happened in the UK in the winter of 1946–1947.
- e** After Hurricane Katrina the heavy rain and strong winds caused these.
- f** It can move at 40 km an hour and be as high as 300 m.
- g** The centre of a storm.
- h** The safest place to be in your house when there is a tornado.

t	h	t	o	r	n	a	d	o	e	s	a
q	h	b	v	e	a	t	f	s	r	w	z
a	a	u	x	u	l	e	y	e	f	e	z
c	i	a	n	e	e	r	m	s	r	a	s
e	l	i	w	d	r	b	c	x	d	p	a
l	s	l	g	w	e	n	d	q	w	s	n
o	t	s	j	t	u	r	n	i	f	h	d
o	o	t	u	g	a	e	s	y	l	o	s
r	n	i	y	z	x	c	v	t	o	o	t
v	e	r	z	h	w	u	y	r	o	l	o
x	e	i	q	y	u	l	e	w	d	r	r
m	l	c	e	l	l	a	r	g	s	y	m
b	n	e	h	s	t	y	j	a	v	n	e

Activity 2

Read and write *Y (Yes)* or *N (No)*.

- a A tornado happens when thunder meets lightning.
- b Tornadoes spin and move very quickly across the ground.
- c You can keep safe in a tornado by going into the kitchen.
- d Sandstorms happen in cold, wet places.
- e Snow and high winds together make a blizzard.

Activity 3

Put the sentences in the correct order.

- a Jenny made some hot chocolate.
- b After dinner, John started to read his book about storms.
- c John fell fast asleep.
- d John counted the time between the lightning and thunder.
- e Jenny put on her warm coat and scarf.
- f It started to rain. Jenny and John put up their umbrellas.

Activity 4

Match. Draw lines.

- 1 Many years ago, lightning struck the Eiffel Tower
 - 2 In June 2012, terrible hailstorms hit
 - 3 Tornado Alley is in the
 - 4 Sandstorms can happen in big cities, like
 - 5 In 1946 there were terrible blizzards in
- a Beijing in China.
 - b USA.
 - c in Paris.
 - d the UK.
 - e Texas in the USA.

Activity 5

Write the numbers.

3 10 56 300 482

- a** There were _____ seconds between the lightning and the thunder in John's storm.
- b** The air in tornadoes can spin at _____ kilometres an hour.
- c** You can get a wall of sand _____ metres high in a sandstorm.
- d** The wind in a blizzard is faster than _____ kilometres an hour.
- e** The eye of a storm can be between _____ and 320 kilometres wide.

Answer Key

In the back of the Reader

Before You Read

- 1 **a** thunderstorm **b** snowstorm **c** sandstorm
d tornado **e** hurricane **f** hailstones
 2 Students' own answers.

After You Read

- 1 **a** hurricanes, across **b** wall, sand, high
c air, tornado **d** blizzard, faster
e hurricane, between
 2 **a** F **b** T **c** F **d** F **e** F **f** T **g** T
 3 Students' own answers.

In these Teacher's Notes

While-Reading activities

Activity 1

clothes: coat, scarf **weather:** rain, wind
feelings: excited, scared **furniture:** chair, table, shelf

Activity 2

a electrical **b** faster **c** far away **d** ears

Activity 3

a S **b** T **c** T **d** H **e** H

Activity 4

	wind	snow	sand	rain	ice	thunder
thunderstorms	✓			✓		✓
hailstorms					✓	
tornadoes	✓					
sandstorms	✓		✓			
snowstorms	✓	✓				
hurricanes typhoons cyclones	✓			✓		

Activity 5

Students' own answers.

After-Reading activities

Activity 1

t	h	t	o	r	n	a	d	o	e	s	a
q	h	b	v	e	a	t	f	s	r	w	z
a	a	u	x	u	l	e	y	e	f	e	z
c	i	a	n	e	e	r	m	s	r	a	s
e	l	i	w	d	r	b	c	x	d	p	a
l	s	l	g	w	e	n	d	q	w	s	n
o	t	s	j	t	u	r	n	i	f	h	d
o	o	t	u	g	a	e	s	y	l	o	s
r	n	i	y	z	x	c	v	t	o	o	t
v	e	r	z	h	w	u	y	r	o	l	o
x	e	i	q	y	u	l	e	w	d	r	r
m	l	c	e	l	l	a	r	g	s	y	m
b	n	e	h	s	t	y	j	a	v	n	e

Activity 2

a N **b** Y **c** N **d** N **e** Y

Activity 3

a 5 **b** 3 **c** 6 **d** 4 **e** 1 **f** 2

Activity 4

a 4 **b** 3 **c** 1 **d** 5 **e** 2

Activity 5

a 10 **b** 482 **c** 300 **d** 56 **e** 3