

New demand for TV presenters to include climate in forecasts

Level: Elementary – Teacher’s Notes

Article summary: The article discusses the possibility of including the effects of climate change in weather forecasts in Australia in order to make people more aware of these effects.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

Key:

1. forecast
2. heatwave
3. extreme
4. climate change
5. trust
6. communicator
7. audience
8. meteorology
9. event
10. greenhouse gas

Ask students questions to encourage them to use some of the words actively. Questions you could ask include these:

1. Warmer

This exercise can be done individually but works better in pairs or small groups as it can provide an opportunity for discussion.

Note: There is some dispute over the accuracy of the answer to question 1 as it was recorded over one hundred years ago when measurements were less reliable, but the World Meteorological Organization recognises this temperature as the hottest ever recorded. The lowest temperature was recorded at the Russian (then Soviet) Vostok base in Antarctica in July, 1983. All the information is correct as of 01/01/2021.

Key:

1. 56.7 degrees Celsius
2. California (Death Valley)
3. -89.2 degrees Celsius
4. Antarctica
5. the USA (Yuma, Arizona)
6. India (Mawsynram, in the state of Meghalaya)

2. Key words

If students are having problems, encourage them to locate the words in the text as the context may help them to clarify the meaning. Encourage students to compare answers in pairs or small groups (in breakout rooms if teaching online) before checking answers with the whole group.

2. When was the last heatwave in your country? How hot was it? How long did it last?
5. Who are the people you trust the most? Are there any types of people that you trust, for example doctors, and any types of people that you don't trust?
6. Can you think of an example of someone who is a good communicator?
10. What kind of human activities produce greenhouse gases?

3. Comprehension check

Ask students to complete this activity individually, looking back at the text if necessary. When checking the answers, you could also ask them to explain their choices by highlighting sentences or phrases that helped them make those choices.

Key:

1. twenty years
2. information about climate change
3. climate scientists
4. the Bureau of Meteorology
5. 1.4C (1.4 degrees Celsius)
6. natural changes in weather
7. Yes

New demand for TV presenters to include climate in forecasts

Level: Elementary – Teacher’s Notes

4. Using key language

Ask students to choose the correct prepositions to complete the questions. Then ask them to answer the questions. Ideally, this could be done in pairs with students taking it in turns to ask and answer each question. Ask them to explain their answers to questions 1, 2 and 6 and not simply answer ‘Yes’ or ‘No.’

Key:

1. *on*
2. *about*
3. *from*
4. *over*
5. *of*
6. *in*

5. Discussion

These questions can also be given as a homework task so students can think about their responses and make notes. If done during class time, give students time to prepare their answers before opening up the discussion.

6. In your own words

The aim of this activity is for students to produce a short summary of the text that includes the main ideas. Set a word limit of about 100 words and encourage students to use their own words to summarise the text rather than simply copying sections of it. They can use the sentence starters if they choose to. This task could also be done as a homework task.

When giving feedback to the group, highlight any significant errors that are common to many members of the group and ask students to provide the corrections.