

# Extreme Weather Events

## ▶ Getting Ready

- 1 Here are three news clips about weather conditions around the world. First, choose the correct statement to complete each clip. Then, listen to the MP3 to check your answers.

- (A) Critics say more must be done to manage floods in the region.  
(B) The ice storm disrupted transport for around four hours.  
(C) No one was killed in the hurricane, but 30 people were injured.

1



Between 10 and 11 a.m. on Tuesday, strong winds tore through Miami on America's east coast. \_\_\_\_\_

2



In northern Bangladesh, people are being advised to leave their homes as water levels rise by up to two meters. \_\_\_\_\_

3



Freezing rain fell on much of western Russia last night, and in Moscow power was briefly lost. \_\_\_\_\_

- 2 Practice the conversation with your partner. Replace the colored words or phrases with those of the same color in the right column or any suitable alternatives.

- (A) Did you see the news?  
(B) No, why?  
(A) There was a **hurricane** just 100 kilometers from here.  
(B) Wow, that's scary. Was anyone killed?  
(A) Luckily, no, but **power was lost**.

- a **flood**
- **transport was disrupted**

- 3 Discuss the following questions with your partner.

1. Have you ever experienced a natural disaster? What happened?
2. What should governments do to protect people during disasters? Give one example.

## ► Time to Listen

You will hear a conversation between two friends, Joel and Amy. They are talking about extreme weather events around the world. Before you listen, finish the tasks below.

### A Focus on Vocabulary



The following words and phrases will appear in the conversation. Listen to them first, and then complete the sentences using the appropriate words or phrases. Change the forms if necessary.

- |                                                                 |                                                    |
|-----------------------------------------------------------------|----------------------------------------------------|
| 1. <b>catastrophic</b> [ˌkætəˈstrafɪk] (adj.)<br>災難性的           | 6. <b>wildfire</b> [ˈwaɪldˌfaɪr] (n.) 野火           |
| 2. <b>displaced</b> [dɪsˈpleɪt] (adj.) 流離失所的                    | 7. <b>landscape</b> [ˈlændˌskeɪp] (n.) 地貌          |
| 3. <b>wipe out</b> (v.) 完全摧毀                                    | 8. <b>accelerate</b> [ækˈseləˈreɪt] (v.) (使) 加速    |
| 4. <b>economic hardship</b><br>[ˌɪkəˈnəmɪk ˈhɑːrdʃɪp] (n.) 經濟困難 | 9. <b>sanitation</b> [ˌsænəˈteɪʃən] (n.) 衛生 (設施)   |
| 5. <b>my heart goes out to</b> 我對……深表同情                         | 10. <b>refugee</b> [ˌrefjʊˈdʒi] (n.) 難民            |
|                                                                 | 11. <b>makeshift</b> [ˈmekˌʃɪft] (adj.) 臨時的        |
|                                                                 | 12. <b>financial aid</b> [faɪˈnænʃəl ed] (n.) 財務援助 |

- The fierce hailstorm destroyed all the crops, bringing serious \_\_\_\_\_ to local farmers this year.
- Strong winds helped the \_\_\_\_\_ spread quickly, and in the end it burned thousands of acres of forest.
- Hundreds of villagers have been \_\_\_\_\_ after the landslide buried their homes in mud.
- The \_\_\_\_\_ of the mountains is changing rapidly as temperatures continue to rise. Many animal and plant species are losing their habitats.
- After the hurricane, families had to rely on \_\_\_\_\_ bridges to cross flooded roads.
- The blizzard has left many people trapped without heat or food. \_\_\_\_\_ those affected.
- The typhoon last week caused \_\_\_\_\_ flooding in the coastal villages, washing away dozens of homes.
- \_\_\_\_\_ in the region are struggling to find food, water, and shelter after the devastating typhoon.
- We are worried that the upcoming hurricane will \_\_\_\_\_ the bridge and roads.
- Sadly, cyclone victims didn't receive enough \_\_\_\_\_ to rebuild their homes.
- Human activities have \_\_\_\_\_ global warming, causing more frequent and severe heatwaves worldwide.
- Extreme weather events often damage \_\_\_\_\_ systems and could lead to disease outbreaks.

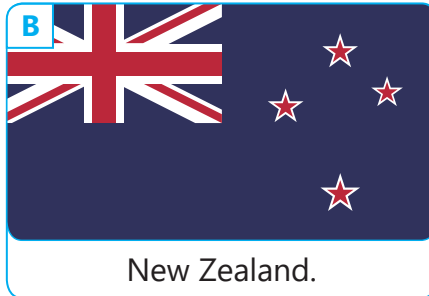


Now, listen to see if your answers were correct.

**B Listen Up Practice**

Listen to the conversation and answer the question.

\_\_\_\_\_ Where do Joel and Amy live?

**C Conversation**

Listen to the conversation again, and fill in the blanks.

★ **Grammar in focus:** It's time / high time / about time + (that) + S + V-ed

J Joel    A Amy

J Isn't it awful what's happened in the Philippines?

A I haven't seen the news. What's happened?

J There was a **catastrophic** flood. At least 100 people have died, and thousands more have been **displaced**. Look at these photos.

A It's like the whole town ① \_\_\_\_\_. And check out that picture! It must be terrifying to walk through water like that, when you can't see the ground beneath your feet.

J ② \_\_\_\_\_ are underwater, too, so there's no access to food. People can't get to work, which means **economic hardship** on top of everything else. The children can't get to school, either. I ③ \_\_\_\_\_ that when I was a kid.

A And look at that poor dog on the roof! **My heart goes out to** him.

J It's so sad. I'm relieved we don't get floods like that here in New Zealand.

A Yeah, but I ④ \_\_\_\_\_ natural disasters are increasing everywhere these days. I have family in the United States and their area was badly affected by **wildfires** last year. It must be ⑤ \_\_\_\_\_ that's responsible.

J Probably. I certainly don't remember hearing about wildfires when I was younger.

A Nor I, but now they seem to be more common. **Landscapes** are drier because of ⑥ \_\_\_\_\_, so fires spread more rapidly than ever



before. My family was lucky because they left before the fires in their region really **accelerated**. 7 \_\_\_\_\_ had nowhere else to go. And just like in the Philippines, they had no access to food or **sanitation**.

J So they basically became 8 \_\_\_\_\_ in their own country. Didn't the government help them?

A I think in the end they provided **makeshift** accommodation.

J That's good, but it's not enough. **It's high time governments invested in better warning systems.** They should also offer **financial aid** for recovery, too. People can lose everything in a natural disaster.

Answer the questions based on the conversation.

1. Why can't people in the Philippines get food?

(A) They can't afford the prices.

(B) There is nowhere to buy it.

(C) Farmers are refusing to work.

(D) Crops have been destroyed.

2. Mark the following statements **T** (true) or **F** (false).

[ ] 1 Thousands of people in the Philippines were forced to leave their homes.

[ ] 2 Joel's family was affected by wildfires when he was a child.

[ ] 3 Amy believes global warming is causing more wildfires.

[ ] 4 Amy's relatives were given temporary shelter by the government.

3. According to Joel, besides financial aid for people affected by natural disasters, what should governments spend money on?

## D Summarizing



Tell your partner what the conversation is about. Use the following frame to help you. Then, listen to the MP3 for a sample answer.

Joel and Amy are talking about *extreme weather events around the world*.

First, they discuss \_\_\_\_\_ which happened \_\_\_\_\_. They talk about consequences such as \_\_\_\_\_.

Next, they talk about \_\_\_\_\_ which affected \_\_\_\_\_. Finally, they discuss how governments \_\_\_\_\_.