



# LIFE

# VISION

Teacher's Resources – Sample Material

## Contents

• Vocabulary worksheet	20
• Basic, Standard & Challenge Grammar worksheets	22
• Culture worksheet	25
• Communication worksheet	26
• Video documentary worksheet	28

**A2/B1**

Pre-Intermediate

### 3 VOCABULARY WORKSHEET A

#### Lesson 3.1 Food

1 Complete the newspaper stories with the words below.

broccoli healthy lifestyle heavy meal portions  
unhealthy variety veggie burgers

**News** Popular stories

---

**How to learn to like this green vegetable?**  
Famous New York chefs share their recipes for  
1 \_\_\_\_\_.

---

**Not only beef and chicken!**  
A popular fast food restaurant will start selling  
2 \_\_\_\_\_.

---

**Scientists say a 3 \_\_\_\_\_ of food is important for our health.**  
How many different products are on your shopping list every week?

---

**Are your meals too big?**  
Surprising facts about the differences between sizes of  
4 \_\_\_\_\_ in UK and US restaurants.

---

**Doctors recommend going for a walk after eating a 5 \_\_\_\_\_.**  
When you eat a big portion of food, don't lie down. It's much better to go for a quick ten-minute walk.

---

**Staying healthy**  
Diet? Exercise? No stress? New study shows how to have a 6 \_\_\_\_\_.

---

**Should we stop adverts of 7 \_\_\_\_\_ food on social media?**  
Looking at chips, burgers and lasagne can make us hungry.

#### Lesson 3.4 Developing healthy habits

2 Choose the correct alternative.

- 1 Let's **succeed** / **focus** on finding recipes with a lot of green vegetables.
- 2 I use a special app to keep **track** / **habit** of the exercise I do.
- 3 Liam is usually very **focus** / **patient** with his younger brother but sometimes he gets annoyed with him.
- 4 Please don't buy more crisps. You should **keep** / **give** up all these unhealthy snacks!
- 5 This month I'm trying to **develop** / **get** a few healthy habits like going to bed before midnight, eating at least two portions of vegetables and drinking enough water.
- 6 If you want to **succeed** / **give** in changing your lifestyle, you need to try harder.
- 7 Katie is planning everything for her party in **mistake** / **advance**.

#### Lesson 3.1 and 3.4 Communication activity

3 Work in pairs. Play a game of noughts (O) and crosses (X). Follow the instructions.

- Student A: choose a sentence beginning (1–20) and read it aloud.
- Student B: finish Student A's sentence with one of the words from the grid below and your own ideas. Put a O or an X in the box of that word.
- You win when you have four Os or four Xs together, going down ↓ across → or diagonally ↘.

- 1 When you eat a lot of fruit and vegetables ...
- 2 I'd like to drink ...
- 3 I don't feel well when ...
- 4 My favourite healthy snack ...
- 5 For lunch I sometimes have ...
- 6 It's important to ...
- 7 I don't understand why so many people ...
- 8 In my opinion ...
- 9 I eat healthy products but I don't like ...
- 10 When I do sports, I ...
- 11 I enjoy ...
- 12 I'm hungry when I eat ...
- 13 Next month I want to ...
- 14 I think ...
- 15 In order to be healthy, you should ...
- 16 Last week I ...
- 17 It's not easy to ...
- 18 I really don't like to ...
- 19 When I'm in a hurry in the morning, I usually have ...
- 20 I can't sleep at night after ...

unhealthy	heavy meal	spinach	snacks
be on a diet	variety of	focus on	broccoli
medium-sized	delicious	keep track of	pineapple
healthy habits	smoothie	veggie burger	healthy lifestyle
portion	a lot of energy	recipe	succeed in

### 3 VOCABULARY WORKSHEET B

#### Lesson 3.5 Sport

- Choose the **incorrect** word in each line.
  - do**: a warm-up / a goal / press-ups
  - play**: racket / badminton / volleyball
  - wear**: a sports watch / a treadmill / trainers
  - support**: a team / players / points
  - run on**: the tracksuit / the court / the treadmill
  - put on**: a racket / a helmet / a tracksuit
  - go**: jogging / badminton / hiking
  - play with**: a ball / a racket / a goal
  - score**: the first goal of the game / 12 points / one racket
  - wear**: a racket / a helmet / a tracksuit
  - do**: exercise / sports / hiking
  - get**: a point / points / press-ups

2 Complete the table with the verbs below.

| do play go

1 _____	jogging, hiking, for a ride
2 _____	exercise, press-ups, a warm-up
3 _____	badminton, football, basketball, volleyball

#### Lesson 3.7 Let's walk

3 Complete the pairs of sentences with the same word.

| benefit creative employees noticed  
scientists solution

- A Some \_\_\_\_\_ believe that healthy eating habits start when we are children.

B A team of \_\_\_\_\_ from a local university is preparing a report on wildlife in the city parks.
- A This company has about 200 \_\_\_\_\_.

B Most of the \_\_\_\_\_ came late to work this morning because all of the city buses were delayed.
- A My sister is very \_\_\_\_\_. She draws, paints and does amazing art projects.

B Writing a story is a \_\_\_\_\_ task. You need to have a lot of interesting ideas.
- A Nobody \_\_\_\_\_ that this little boy was standing on the basketball court and crying.

B When you entered the gym, the first thing you \_\_\_\_\_ was all the treadmills.
- A A lot of passengers \_\_\_\_\_ from the new ferry line between Norway and Sweden.

B All students \_\_\_\_\_ from the new basketball court.
- A This isn't the easiest \_\_\_\_\_ to our problem but it can work.

B The best \_\_\_\_\_ is to let the boys discuss why they keep fighting with each other.

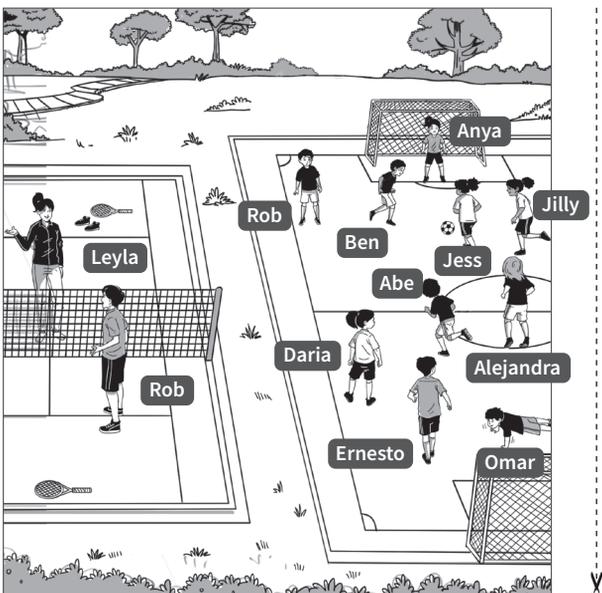
#### Lesson 3.5 and 3.7 Communication activity

4 Work in pairs. Follow the instructions.

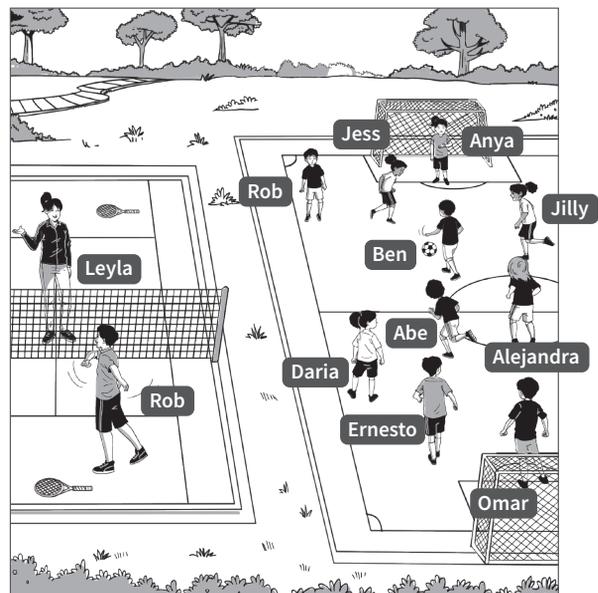
- Student A: look at picture A. Student B: look at picture B. Don't look at each other's pictures.
- There are six differences between your pictures. Take turns to ask and answer questions about your pictures to find the differences. Use the words below.

| court doing press-ups doing a warm-up racket score a goal trainers

Student A



Student B



**Quantifiers**

1 Are these nouns countable (C) or uncountable (U)? Write C or U.

Nouns	C	U
1 vegetable		
2 salad		
3 tomato		
4 salt		
5 veggie burger		
6 potato		
7 spinach		
8 cheese		
9 smoothie		
10 recipe		
11 tea		
12 milk		
13 portion		
14 butter		

2 Choose the correct alternative.

- How **many / much** time do you need to finish this project?
- I haven't got **much / many** friends in the football team.
- There are **a lot of / many** people on the bus today.
- I don't eat **many / much** pasta.
- How **many / much** potatoes are in this dish?
- I do **much / a lot of** activities after school.
- Do you have **a lot of / many** homework to do tonight?
- How **much / many** people are in a basketball team?

3 Complete the email with *a few* or *a little*.

← → 📁 🔗 📌 🗑️

Hello everyone!

It was my first day in my new school yesterday. It was great! I know <sup>1</sup>\_\_\_\_\_ people in my class from the tennis club. They're all nice. It was a busy day and there was only <sup>2</sup>\_\_\_\_\_ time after lunch to talk to people. Maybe I can meet more friends today. Good news! There were only <sup>3</sup>\_\_\_\_\_ lessons yesterday and we have got <sup>4</sup>\_\_\_\_\_ homework. Not like my old school!

What else? The school is big but our classroom is small. There is only <sup>5</sup>\_\_\_\_\_ space between the desks. I don't like it. More details about my new school tomorrow!

**Modals of obligation**

4 Complete the sentences with the words below. There are two extra words that you do not need.

do does doesn't have to don't have to (x2)  
has to have to (x2)

- I \_\_\_\_\_ make my bed before I go to school.
  - We \_\_\_\_\_ empty the dishwasher. It's empty.
  - Drew \_\_\_\_\_ help his brother clean the kitchen.
  - \_\_\_\_\_ you have to help at home a lot?
  - I \_\_\_\_\_ look after my little sister after school.
  - You \_\_\_\_\_ do the washing up. I did it this morning.
- 5 Complete the second sentence so that it has the same meaning as the first. Use *must*, *mustn't*, *need to*, *don't have to* or *needn't*.
- I get up early to catch the bus for school.  
I \_\_\_\_\_ get up early to catch the bus for school.
  - It's important to send all our homework by email.  
We \_\_\_\_\_ send all our homework by email.
  - I can answer my emails tomorrow.  
I \_\_\_\_\_ answer my emails now.
  - It's against the rules to use our mobile phones in class.  
We \_\_\_\_\_ use our mobile phones in class.
  - It's necessary to turn off the computer when you finish using it.  
You \_\_\_\_\_ turn off the computer when you finish using it.
  - It's OK not to check your messages all the time.  
You \_\_\_\_\_ check your messages all the time!
  - To win the game, it's important to shoot the ball into the goal more than the other team.  
To win the game, you \_\_\_\_\_ shoot the ball into the goal more than the other team.
  - School starts at 9 a.m. We can't be late.  
School starts at 9 a.m. We \_\_\_\_\_ be late.

Quantifiers

1 Complete the messages with the quantifiers below.

much a few how many how much  
a little a lot of (x2) too many too much

< Group chat

Here's a photo of all the food I've got for tonight. Look, I've got <sup>1</sup> \_\_\_\_\_ pasta for four people. **Katia**

**Peter** Yes, but you've got <sup>2</sup> \_\_\_\_\_ cheese. That's a huge piece, we don't need all that!

**Tina** Ha, yes and you've got <sup>3</sup> \_\_\_\_\_ salt!

OK, OK. We don't have to use it all! I've got <sup>4</sup> \_\_\_\_\_ tomatoes, but we need more, and how about onions? **Katia**

**Tina** No, you've already got <sup>5</sup> \_\_\_\_\_ onions. We only need one.

**Peter** There's only <sup>6</sup> \_\_\_\_\_ olive oil. I can buy some more.

I haven't got <sup>7</sup> \_\_\_\_\_ meat. Can someone buy some beef please? **Katia**

**Peter** I can. <sup>8</sup> \_\_\_\_\_ beef do we need? **Katia** 400 grams?

**Peter** And <sup>9</sup> \_\_\_\_\_ tomatoes?

**Tina** Three more, I think

Great. See you later. **Katia**

2 Correct the mistakes.

- 1 She likes a few bread with her salad.  
\_\_\_\_\_
- 2 I eat too many chocolate.  
\_\_\_\_\_
- 3 We don't have a little biscuits.  
\_\_\_\_\_
- 4 There are much different types of pasta. I can't count them all!  
\_\_\_\_\_
- 5 I have a little olives to put on the pizza. Not too many.  
\_\_\_\_\_
- 6 That doesn't taste nice! There are too much chillies!  
\_\_\_\_\_
- 7 How many milk do we have in the fridge?  
\_\_\_\_\_
- 8 A few rice in the soup is a good idea.  
\_\_\_\_\_

Modals of obligation

3 Write the sentences with the correct form of *have to* or *don't have to*.

- 1 Mason and Will / not / clear the table / after dinner / .  
\_\_\_\_\_
- 2 Mum / do the shopping / at the weekend / ?  
\_\_\_\_\_
- 3 your brother / help Dad / wash his car / ?  
\_\_\_\_\_
- 4 I / not / tidy my room / in the morning / .  
\_\_\_\_\_
- 5 my brother / not / go to school / on Monday / .  
\_\_\_\_\_
- 6 Tom / do the ironing / this week / ?  
\_\_\_\_\_



4 Complete the sentences with the correct modal verb. Sometimes more than one option is possible.

- 1 Players \_\_\_\_\_ wear a helmet when they play tennis.
- 2 In football, you \_\_\_\_\_ touch the ball with your hands.
- 3 Swimmers \_\_\_\_\_ practise every day to become champions.
- 4 We \_\_\_\_\_ get there before eleven. It doesn't start until two o'clock!
- 5 I \_\_\_\_\_ pack my bag now because I won't have time after school.
- 6 Don't worry about it. You \_\_\_\_\_ exercise every day.
- 7 You \_\_\_\_\_ be able to swim to play water polo.
- 8 I \_\_\_\_\_ buy some lunch before I go to the game.

**Quantifiers**

- Complete the sentences with *many, much, a few, a little* or *a lot of*.
  - Burgers are very popular. People eat \_\_\_\_\_ them.
  - Be careful! Don't put too \_\_\_\_\_ garlic in the spaghetti!
  - I think \_\_\_\_\_ chillies is a good idea. It will be a little spicy.
  - There are too \_\_\_\_\_ ways to cook chicken. I can't decide!
  - Just \_\_\_\_\_ sugar in my tea. Thank you.
  - Kelly: Dad, Can I have \_\_\_\_\_ cake before dinner? Just a small piece! Dad: No!
  - How \_\_\_\_\_] rice shall I cook for dinner?
  - There aren't \_\_\_\_\_ tomatoes left. Shall I buy some more?
- Work in pairs. Complete the questions with *much* or *many*. Then ask and answer the questions with your partner.

How much exercise do you do every week?

I do a little exercise. I play tennis on Saturday.

How healthy are you?	You	Your partner
1 How _____ exercise do you do every week?		
2 How _____ vegetables do you eat every day?		
3 How _____ sleep do you get every night?		
4 How _____ snacks do you eat every day?		
5 How _____ water do you drink every day?		
6 How _____ burgers do you eat every week?		

**Modals of obligation**

- Complete the second sentence so that it has the same meaning as the first sentence, using the correct form of the word given.
  - It is necessary for you to bring a towel to the swimming pool.  
'You \_\_\_\_\_' (have)
  - It is a rule to wear shin pads when we play football.  
'We \_\_\_\_\_' (must)
  - I am not allowed to miss practice.  
'I \_\_\_\_\_' (must)
  - It is not necessary for us to bring our own ball.  
'We \_\_\_\_\_' (need)
  - It is important for the team to follow the rules.  
'The team \_\_\_\_\_' (must)
  - It is not necessary for you to buy new trainers.  
'You \_\_\_\_\_' (have)
  - It is important that he is not late.  
'He \_\_\_\_\_' (must)
  - It is necessary for me to exercise every day.  
'I \_\_\_\_\_' (need)
- Complete the sentences so that they are true for you. Then work in pairs. Tell your partner about the rules in your home and check if you have the same rules.

## Rules in my home



I mustn't <sup>1</sup> \_\_\_\_\_ when we have dinner.

Every day I must <sup>2</sup> \_\_\_\_\_.

I <sup>3</sup> \_\_\_\_\_ load and empty the dishwasher.

At weekends I don't have to <sup>4</sup> \_\_\_\_\_.

I <sup>5</sup> \_\_\_\_\_ tidy my room every day.

I needn't <sup>6</sup> \_\_\_\_\_ every morning.

I <sup>7</sup> \_\_\_\_\_ do my homework when I get home from school.

1  Work in pairs. Look at the photos and answer the questions.

- 1 What kind of places are these? What are the people doing?
- 2 What are the health benefits of these places?
- 3 Why do you think these people are here? How do you think they feel?
- 4 Would you like to spend time in a place like this? Why? / Why not?



2  **3.13** Listen to someone talking about a park in their city. Which activities are mentioned?

baseball basketball cycling football ice-skating  
running skating swimming tennis volleyball

3  **3.13** Listen again. Are the statements true (T), false (F) or not stated (N)?

- 1 The speaker does exercise in the park every day.
  - 2 The speaker does not want to move away from the park.
  - 3 You can go swimming in the park at any time of the year.
  - 4 Mainly adults play team games in the park.
  - 5 The 'Shakespeare in the Park' festival lasts for a month.
  - 6 You don't have to pay to watch the plays.
- 4 Read this description of a park in London. What do you find most appealing about Hyde Park?

## Hyde Park

There are 3,000 parks in London but Hyde Park is the most famous because it has appeared in so many films, TV series and novels. It is in the centre of London and was built by King Henry VIII in 1536. The park has woodland, grassy areas, gardens and a lake called 'The Serpentine' that is out of this world, where people swim or rent small boats. Speakers' Corner is a place where anyone can stand and speak to the public about anything they like. Sometimes the debates get very lively and might not be suitable for children. Hyde Park has several statues. The most famous is the Wellington Arch, a big stone arch, which people often take photos with. Lots of people use the park to do exercise. There are football pitches, a large ice rink, a tennis centre and paths for cycling and horse-riding. In the summer you can enjoy one of the free concerts with music to suit everyone. Take a blanket or do as I do and rent one of the park's famous striped deckchairs. Then you'll really feel like you are in Hyde Park.

**rent** (v) pay money to use something  
**debate** (n) a formal discussion  
**suitable** (adj) right  
**blanket** (n) a large cover normally used on beds to keep people warm

5 Choose the correct answer: A, B or C.

- 1 Why is Hyde Park well known?
  - A It was built by Henry VIII.
  - B There are many debates in the park.
  - C It has been in lots of books, series and films.
- 2 How does the writer think about the lake?
  - A She thinks it is amazing.
  - B People should not swim in it.
  - C It does not look like a snake.
- 3 Why does the writer say the debates 'might not be suitable for children'?
  - A Speakers' Corner is only for adults.
  - B The debates might be on topics children shouldn't hear.
  - C The debates are always boring.
- 4 What does the author think of the striped deckchairs?
  - A The deckchairs are better than blankets.
  - B They are cheap to rent.
  - C They are a symbol of Hyde Park.
- 5 Which activity is free to do in the park?
  - A sailing on the Serpentine
  - B music concerts
  - C using a deckchair

6  **THINK & SHARE** Work in small groups. Imagine you are sitting in a park. Discuss the questions.

- 1 What sounds can you hear?
- 2 What can you smell?
- 3 How do you feel?
- 4 What can you see around you?

7 Imagine you are one of the people in the photos in Ex 1. Write a blog post (100–150 words) about your experience.

8  Work in small groups. Imagine you have permission to organise an event in your local park. Discuss the questions.

- 1 What kind of event will you organise?
- 2 Who will be welcome at the event?
- 3 How will you advertise the event?

9  Work in groups. Design a poster to advertise your park event. Use it to present your ideas to the class. Then make a classroom display of your posters.



## Student A

- 1 I love **going / doing** hiking in the countryside, but I haven't got **a few / any** friends to go with. (suggest)?
- 2 I **must / want to** change my image, but I don't know what hairstyle or clothes I **should / need to** choose. (you / think)?
- 3 After I **go / play** football and other sports, my legs always hurt **many / a lot**. (should)?
- 4 I know it's a **good / bad** idea to eat vegetables, but I don't like the taste of **much / many** of them. (you / think)?
- 5 I've got **much / a lot of** homework, but I also play volleyball three times a week, so I haven't got **much / many** free time. (should)?
- 6 I know we **shouldn't / should** love our family, but I don't like my sister at all. She posts **any / many** horrible comments about me on social media. (suggest)?
- 7 My cousin and I **must / want to** go on a trip this summer, but we haven't got **many / much** money to pay for it. (you / think)?
- 8 My pet always eats **a little / a lot of** food and I think it **doesn't need to / needs to** go on a diet.. (suggest)?

## Student B

- 1 I **need to / don't need to** eat a healthy breakfast, but I haven't got **many / much** time in the mornings. (should)?
- 2 I **need to / needn't** get fit, but I don't have **much / many** money to spend on it. (you / think)?
- 3 I only sleep **a few / a little** hours a night, so I'm always tired. I know I **need to / should** go to bed earlier, but I find it difficult to fall asleep. (suggest)?
- 4 I used my friend's badminton **court / racket** and I broke it. Now I **need to / needn't** give it back. (you / think)?
- 5 This year, I want to make **lots of / much** new friends and try **some / any** new hobbies. I'm creative, sociable and active. (suggest)?
- 6 I **mustn't / have to** help my parents with the chores every day, but I've got so **much / many** other things to do. (should)?
- 7 My brother and I disagree on **much / many** things, so we often argue. We aren't speaking with each other right now, but I **want to / must** make peace. (you/think)?
- 8 I **do / go** cycling every day, and there's often **many / a lot of** traffic. I don't feel safe. (should)?

**Aims:** To practise asking for and giving advice and to revise quantifiers and modals of obligation in a pairwork speaking activity.

**Time:** 15 minutes

**Materials:** One copy of the worksheet for each pair of students, cut into two sections as shown.

**Procedure:**

- Give each student half of the worksheet, so that they are working in AB pairs.
- Ask students to work individually to complete the sentences by choosing the correct alternative. Then check the answers (see below). Allow two to three minutes for this. Alternatively, you could put students in AA and BB pairs so they can work together for this stage, and then rearrange them into AB pairs for the next stage.
- Remind students to practise using the phrases they learned in the speaking lesson, shown also in this box:

**PHRASEBOOK Asking for and giving advice**

**Asking for advice**

What should I do?

What do you suggest?

What do you think I should do?

**Giving advice**

You should / shouldn't ...

It's / It isn't a good idea to ...

Why don't you ... ?

Try to ...

How about ... ?

- Students take turns to tell each other their situations and ask for advice using the prompts in brackets.
- Conduct class feedback – find out if the students gave similar pieces of advice for the problems.

**Key:**

**Student A**

- 1 going; any
- 2 want to; should
- 3 play; a lot
- 4 good; many
- 5 a lot of; much
- 6 should; many
- 7 want to; much
- 8 a lot of; needs to

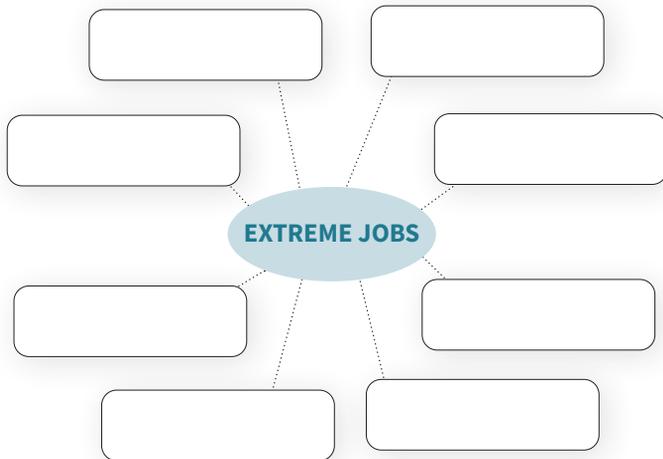
**Student B**

- 1 need to; much
- 2 need to; much
- 3 a few; should
- 4 racket; need to
- 5 lots of; some
- 6 have to; many
- 7 many; want to
- 8 go to; a lot of



**Before watching**

1 **THINK & SHARE** Work in groups. Brainstorm some extreme jobs and add them to the mind map.



**While watching**

2 Watch the video. Why are Reed and his team following the storm?



- 3 Watch the video again. Correct the sentences.
- 1 The team finds 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 amazing shots of the storm.
  - 6 Reed says it is one of the most boring tornadoes he has seen.

**After watching**

4 Watch the video from 02:30 to 02:35. Underline the stressed word.

6 That's was one of the most amazing tornadoes I've ever seen.

5 Choose three of the adjectives below. Write a sentence for each.

- | amazing dangerous giant
- | large strong violent

6 **THINK & SHARE** Work in pairs. What makes people love their job? Discuss and make notes.

7 Look at your notes in Ex 6. Which do you think is the most important reason?

**Writing**

8 **THINK & SHARE** Work in pairs. What do you think storm chasers need to do before following a storm? Write a to-do list.

**Aims:** To practise vocabulary for weather.

**Time:** 80 minutes

**Materials:** One copy of the worksheet for each student.

**Procedure:**

- Put students into small groups and ask them to brainstorm extreme jobs. Give them some examples first, e.g. firefighter, scuba diver, sky diver, safari guide. Then give them five minutes to come up with their own ideas. Monitor and help with any difficult vocabulary. Then elicit some ideas for class feedback.
- Tell students they are going to watch a video about Reed and his team of professional storm chasers. Before students watch, pre-teach any vocabulary you think may be new e.g. *chase*, *expert*, *shot*. Focus attention on the question. Then play the video. When they've finished, have students compare with a partner, before checking answers as a class.

#### KEY

To get the best images.

- Explain to students that they're going to watch the video again. This time they must read some sentences and correct the wrong information. First have students read the sentences. Explain that the wrong part of the sentence is underlined and there is an example given. Then in pairs, have them predict what they think the sentence should actually say. Next, play the video twice before checking answers as a class.

#### KEY

1 ~~footballs~~ baseballs 2 Kansas Oklahoma  
3 ~~into~~ past 4 ~~local police~~ television weather channel  
5 ~~they have amazing shots of the storm~~ the wind starts to break the car 6 ~~boring~~ amazing

- Play the video again from 02:30 to 02:35. Ask students to listen carefully and underline which word Reed stresses in the sentence. Then check ideas as a class. Explain that Reed puts emphasis on *amazing* as it's very common in spoken English to emphasise adjectives.
- Tell students to choose three adjectives from the video and create their own sentences using a similar structure. When they've finished, have them read their sentences out loud, and make sure they emphasise the adjectives in each one.
- Put students into small groups and have them brainstorm answers to the question *What makes people love their job?*

#### POSSIBLE ANSWERS

passion, money, workmates, learning new things, using their talents, helping people, it's creative, it's interesting, etc.

- Now tell students to decide which they think is the number one reason from their list. Elicit some ideas for class feedback.
- Explain to students that a lot of preparation is necessary before storm chasers can start following a storm. Put students into pairs and have them write a to-do-list. Encourage them to think about physical preparation, research, equipment, etc. When they've finished, have students join another group and ask

them to share ideas. Do they have similar lists? Did the other group think of anything they didn't? Work together as a class to compose a final to-do-list.

#### EXTRA ACTIVITY Extreme weather project

##### Time: 1-2 lessons

Tell students that the tornado in the video was El Reno. At the time it was the wildest tornado in recorded history. Explain that extreme weather like this is becoming more common and is attributed to human induced global warming.

Students work together in groups to do a weather report on an extreme weather event. Assign each group a different extreme weather e.g. tornado, hurricane, ice storm, flood, hail, etc. Then have them research some information:

- What happens?
- Why do they occur?
- Where do they happen?
- Are they becoming more common?
- Are they because of global-warming?
- How can they be prevented?

When they've collected their information, have students write a script for their weather report. They should also collect visual aids (either photographs or video footage). Students then record their weather report or perform live for the rest of the class.

#### Video script

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

**Dick** Oh, watch out!

**Reed** Baseballs! See the baseball?

**N** They find giant hailstones the size of baseballs on the ground and can see the tornado in the distance. But they need to get closer.

**R** Get in Seth, get in!

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

**R** Wow. Keep the wipers going.

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

**R** Take a left here!

**Sean** Left?

**R** Yes.

**S** OK.

**R** Left.

**S** Shut your windows!

**N** It's really difficult to drive when it's so windy and it's raining like this. But Reed is an expert.

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

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

**R** Yeah.

**S** OK.

**N** 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.

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

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

**S** Let's get out of here.

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

**R** Another intense night, eh?

**S** Yeah.

**R** That's one of the most amazing tornadoes I've ever seen.

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

**R** Another day at the office. Never stop chasing.

**S** Never stop chasing.