

What's in the Wind?: Teaching suggestions

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Activity 1

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students brainstorm in pairs.
3. Stop the activity.
4. Elicit feedback.

Answers: (in order) breeze, gust, squall, gale, tornado, cyclone=typhoon=hurricane (these are different words for the same thing)

gale: a very strong, sustained wind

typhoon: the word used in South East Asia for hurricane

squall: naval term used for strong gusts of wind in stormy weather

gust: a strong, sudden burst of wind

tornado: spiralling vortex of extremely fast wind

hurricane: tropical storm with winds over 73 mph

cyclone: the word used for hurricanes in the Indian Ocean

breeze: a gentle, pleasant wind

Activity 2

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students do the activity.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

Answers:

1. see which way the wind blows/is blowing

2. a windfall

3. sailed close to the wind

4. windbag

5. took the wind out of her sails

6. long-winded

7. get my second wind

8. put the wind up

9. threw caution to the wind

10. got wind of

Activity 3

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students begin their conversation, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

Answer for number 11: 'What's in the Wind?' means 'What's going on?' or 'What's happening?'

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Activity 4

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If your students don't have access to computers in the classroom, set this for homework.

Answers:

- 1. Britain (being much smaller than the USA, and having 33 tornadoes a year, statistically you are more likely to see a tornado in Britain!)**
- 2. Hurricane Gilbert**
- 3. For ease of reference and legal reasons (insurance claims) etc.**
- 4. If a hurricane is particularly deadly it's name is 'retired' and not used again.**
- 5. See below:**

Quick Quiz

Read the clues below and write the solutions on a piece of paper. Then take the first letter of each answer and rearrange them to find the **word** connected with this month's talking point subject, 'What's in the Wind?'

1. Both hurricanes and tornadoes have an '...EYE..' in the middle with winds swirling around this centre.
2. Hurricanes are basically large, intense, tropical storms rotating around a centre of very ..LOW..... pressure.
3. Only when the wind speed of a tropical storm exceeds 73 mph can it become ...CLASSIFIED... as a hurricane.
4. Hurricanes seem to occur near America, regularly devastating parts of the East Coast and major cities such as NewORLEANS.....
5. Unlike tornadoes, hurricanes and tropical storms are givenNAMES.....
6. Since 1979 there has been a sixYEAR... name list operating on a rota basis for naming tropical storms whose wind speed reaches 39 mph.
7. Names were brought in partly to reduce confusion when there was more than one storm happening at any given time and partly for legal reasons (insurance ...CLAIMS....., etc.)

Answers: CYCLONE (C for Classified [3], Y for Year [6], C for Claims [7], L for Low [2], O for Orleans [4], N for Names [5], E for Eye [1]).

Activity 5

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This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. What did most students feel about the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)

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