

# On Screen

Student's Book

3



Virginia Evans - Jenny Dooley



Express Publishing

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Pronunciation/Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
/s/, /z/, /ɪz/ -s ending (3rd person singular)	<ul style="list-style-type: none"> <li>likes/dislikes</li> <li>describe your daily routine</li> <li>describe room &amp; what is in it</li> <li>decide what to eat</li> </ul>	sentences about eating habits		
stress in compound nouns	<ul style="list-style-type: none"> <li>talk about jobs</li> <li>compare &amp; contrast shops</li> <li>asking for/giving advice</li> <li>describe pictures</li> </ul>	<ul style="list-style-type: none"> <li>a description of a scene</li> <li>compare classmates</li> <li>a text about a shop in your town/city</li> <li>an informal email giving advice (SKILLS: opening/closing remarks, informal style, give advice)</li> </ul>	TOPSHOP TOPMAN (article) – (gapped text)	(PSHE) Money Matters (article) – (matching headings to paragraphs)
/e/, /z/, /n/	<ul style="list-style-type: none"> <li>TV presentation</li> <li>narrate an experience</li> <li>ask about/describe/comment on sb's experience</li> <li>describe feelings</li> <li>dialogue completion</li> <li>describe a picture</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph describing a natural disaster in your country</li> <li>a list of disasters in your country</li> <li>a story (SKILLS: using adverbs/adjectives, feelings, picture cards, sequence of events)</li> </ul>	Sandy Strikes (diary entries) – (multiple choice, answer questions)	(History) A City Burns down (article) – (complete sentences)
so/such intonation in exclamations	<ul style="list-style-type: none"> <li>narrate an expedition</li> <li>ask about an experience/describe an experience</li> <li>describe feelings</li> <li>match exchanges</li> <li>compare biomes</li> </ul>	<ul style="list-style-type: none"> <li>a blog entry</li> <li>a paragraph about your last holiday</li> <li>semi-formal thank you letter (SKILLS: error correction, informal/semi-formal style tenses)</li> <li>an email from a holiday resort</li> <li>an email about a charity event</li> </ul>	Greetings from (postcards about charity events) – (multiple choice, answer questions)	(Geography) Biomes (text) – (answer questions)
intonation in exclamations (how, what)	<ul style="list-style-type: none"> <li>make a witness statement</li> <li>describe pictures</li> <li>express likes giving reasons</li> <li>respond to situations</li> </ul>	<ul style="list-style-type: none"> <li>a summary of a news report</li> <li>an email describing something you witnessed (SKILLS: order of adjectives, adverbs, participles)</li> </ul>	Agatha Christie's Miss Marple (article) – (T/F statements, answer questions)	(Literature) The Hound of the Baskervilles (extract) – (answer questions, stylistic devices)

	Vocabulary	Grammar	Reading	Listening
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Pronunciation/ Intonation	Speaking & Functions	Writing	Across Cultures	CLIL
homophones	<ul style="list-style-type: none"> <li>a presentation of an android</li> <li>express annoyance/ sympathise</li> <li>discuss pros &amp; cons of using mobile phones</li> <li>dialogue completion</li> <li>a presentation on computers</li> </ul>	<ul style="list-style-type: none"> <li>express opinion about robots</li> <li>instructions on how to take a photo using a digital camera</li> <li>a questionnaire</li> <li>a for-&amp;-against essay (SKILLS: linkers, formal language, paragraph structure)</li> </ul>	<i>Textin' Teens in the USA</i> (persuasive text) – (matching headings to paragraphs, answer questions)	(ICT) <i>About Computers</i> (informative texts) – (multiple matching)
Writing (an email)				
/s/, /ʃ/	<ul style="list-style-type: none"> <li>describe an injury</li> <li>treat an injury</li> <li>respond to situations</li> <li>describe a picture</li> </ul>	<ul style="list-style-type: none"> <li>a text about plants</li> <li>a text about natural remedies</li> <li>an opinion essay (SKILLS: topic, supporting sentences, express opinion)</li> </ul>	<i>Natural healing</i> (article) – (multiple matching, answer questions)	(Science) <i>Our Skin</i> (informative article) – (answer questions, T/F statements)
Use of English (text completion)				
interjections	<ul style="list-style-type: none"> <li>an interview</li> <li>description of educational system in your country</li> <li>a presentation to raise awareness about problems</li> <li>compare NGOs</li> <li>dialogue completion</li> <li>present problems/suggest solutions</li> </ul>	<ul style="list-style-type: none"> <li>a summary</li> <li>a text about an NGO in your country</li> <li>suggesting solutions to problems essay (SKILLS: formal language, linkers, supporting sentences)</li> </ul>	<i>Making the World a Better Place</i> (texts) – (multiple matching, answer questions)	(Environmental Science) <i>What is your Water Footprint</i> (article) – (headings)
sentence transformations) – Writing (an email)				
intonation in question tags	<ul style="list-style-type: none"> <li>describe an event</li> <li>book tickets for an event</li> <li>complain</li> <li>respond to situations</li> <li>a presentation about Op Art</li> </ul>	<ul style="list-style-type: none"> <li>biography of an artist</li> <li>a review of a book</li> <li>a text about a traditional musical instrument</li> <li>formal letter of complaint (SKILLS: formal style, linkers of concession)</li> </ul>	<i>Cultural events</i> (adverts) – (multiple choice)	(Art & Design) <i>Op Art</i> (article) – (answer questions)
Speaking (dialogue completion)				
Use of English (text completion, sentence completion) – Writing (an email)				

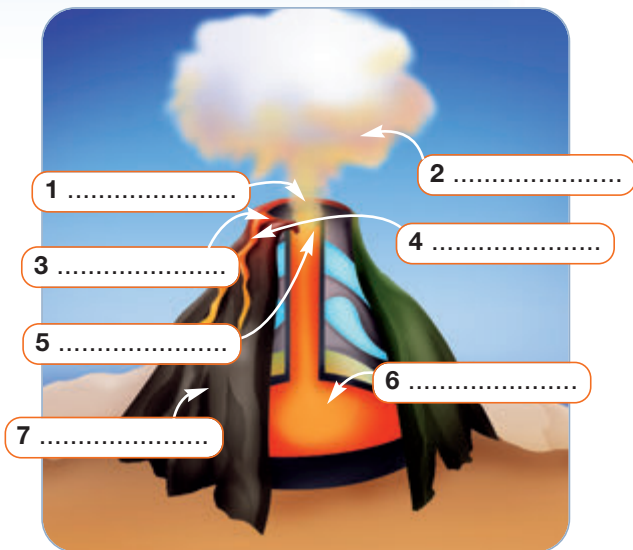
### What's in this unit?

- ▶ **Topics:** Nature, Health, Disasters
- ▶ **Vocabulary:** natural disasters, weather, phrasal verbs, prepositions, word formation
- ▶ **Grammar:** past simple, past continuous, *used to/would/past simple*
- ▶ **Reading:** a blog
- ▶ **Listening:** dialogues, a monologue
- ▶ **Speaking:** narrating experiences, dialogue completion, describe a picture
- ▶ **Writing:** a story
- ▶ **Culture:** *Sandy Strikes*
- ▶ **CLIL:** (History) *A City Burns Down!*
- ▶ **Skills:** reading (multiple matching, matching headings to paragraphs), listening (multiple matching), use of English (text completion, sentence completion)



### Reading

- 1** a) Use these words to label the diagram: *lava, slope, crater, magma, smoke and ash cloud, rim, lava stream.*



- 1.14** b) Listen and check. Listen and repeat. What are these words in your language?

### Check these words

- erupt • located in • worth the effort • fellow • fans
- camp overnight • hike • disappointed • fountain of lava
- safe distance • magnificent • run down
- slope • rise • admit • approach • rim • risk • burn
- heat • unbelievable • close encounter • unforgettable

### STUDY SKILLS

#### Predicting content

Read the title of the text and the first sentence in each paragraph. This will help you predict what the text is about.

- 2** Read the title and the first sentence in each paragraph. What is the text about? Read through and check.
- 3** Match the paragraphs (1-3) to the headings (A-D). There is one extra heading.

- A An amazing view
- B Close enough
- C A difficult hike
- D A huge volcano



# Nia Davies' BLOG

SEARCH

[Home](#) [Archive](#) [Blogger](#)

1

I am **fascinated** by volcanoes. So, when I heard the news that Mount Nyamulagira was erupting, I had to see it! Located in Virunga National Park in the Democratic Republic of the Congo, it wasn't easy to get there, but it was worth the **effort**. I joined a group of **fellow** volcano fans who were camping overnight close to the volcano. We hiked for four hours to get there. Each of us was carrying our own food, water and sleeping bag, so by the time we arrived we were exhausted – but not **disappointed**.

2

We saw the first fountains of lava as we approached the camp. The camp was a safe **distance** from the crater, but the lava was shooting 200 metres into the air. The colours were magnificent! As we got closer, we could see the streams of red lava. They were running down the slopes of the volcano. Smoke and ash were **rising** into the sky. It was wonderful, but I admit, I was a bit scared.

3

Once the sun was up, we **approached** the rim. We didn't go right up to it – we didn't want to risk getting any burns! But the heat was **unbelievable**; it was too hot for me. I took some fantastic pictures. My close encounter with an erupting volcano was unforgettable!

## Did you Know?

Magma and lava are the same thing – liquid rock. It's called magma while it's in the volcano and lava when it comes out!

### 4 Answer the questions.

- 1 How did they reach the volcano?
- 2 What made Nia feel scared?
- 3 Why did Nia think the visit "was worth the effort"?

### Vocabulary

5 Match the words in bold in the text with their synonyms: *disheartened, astonishing, interested, moving upwards, hard work, range, similar, went closer to.*

6 Fill in: *erupt, hike, rise, admit, risk* in their correct form.

- 1 We watched as the smoke and ash ..... into the sky.
- 2 If we went any closer we ..... getting burns.
- 3 The volcano ..... and hot lava flowed out of the crater.
- 4 I ..... that I was scared of the volcano.
- 5 We ..... for four hours to get to the camp.

### Speaking

7 a) Listen and read the text. Then, put the events in the order they happened.

- A  The group saw the lava.
- B  The volcano erupted.
- C  The group went close to the crater.
- D  Nia decided to go to the Congo.
- E  The group arrived at the camp.
- F  The group walked for hours.

b) Use the list to give the class a summary of the text.

### Writing

8 Imagine you were in the same group as Nia. Send your English-speaking friend an email narrating your experience.

## Natural disasters

1 a) Complete the news reports. Use:

- wildfire • hurricane • tsunami
- avalanche
- volcanic eruption
- flood
- earthquake



2 In November, 2012, heavy rains filled the streets of Birmingham and the ..... caused severe damage to the area.



3 On 29th October, 2012, a(n) ..... called Sandy hit the New Jersey coastline with 80 mph winds.

5 On 12th January, 2010, at 4:53 local time, a(n) ..... hit the island of Haiti creating aftershocks for several days.



6 In October 2003, a(n) ..... broke out in San Diego County in California burning down over 280,000 acres of forest.



4 On 11th March, 2011, a huge ..... hit the coastline of Japan causing mass destruction.



7 In April, 2013, 5 snowboarders died in a(n) ..... in the Rocky Mountains in Denver, USA.

1 At midnight on 29th August, 2010, a(n) ..... occurred at Mount Sinabung in Indonesia, causing a huge cloud of smoke and ash.



2 Fill in: *collapsed, rescued, saved, survived, shook, damaged, erupted, hit, recover, caused, evacuate, warned.*

- 1 A skier ..... a young boy that got trapped in an avalanche.
- 2 He ..... without food for two weeks in his snowed-in car.
- 3 Emergency services ..... three people after the building ..... in the early hours last Friday.
- 4 The house ..... violently during the earthquake.
- 5 A tsunami ..... the island after the earthquake.
- 6 The tsunami ..... 100 houses and ..... the death of ten people.
- 7 Firefighters asked people to ..... the burning building immediately.
- 8 They were on a trip in New Zealand when the volcano .....
- 9 The police ..... people to stay inside or go to higher ground.
- 10 The Mayor expressed his worries about whether his town will ..... from the disaster.

3 Choose the correct word. Check in the Word List.

It all happened really quickly. We heard the warning on the news, but there was no time to 1) go away/escape. The river 2) burst/exploded its banks and we 3) reached/climbed onto the roof to get as high as possible because the water was 4) rising/lifting fast. We were lucky, as the 5) rescuers/helpers got to us quickly and took us to 6) safety/shelter.  
Glenn, 15, Wales

Comments ▶

Which disaster is Glenn describing?

4 Listen to Kate describing a disaster she experienced. What happened? Listen and make notes, then tell the class.



## Weather

**5** a) **COLLOCATIONS** Choose the odd word out.

- 1 high – low – freezing – good **temperatures**
- 2 bitterly – quite – heavy – really **cold**
- 3 dry – lovely – strong – bad **weather**
- 4 wet – torrential – heavy – light **rain**
- 5 foggy – strong – rough – chilly **wind**
- 6 strong – thick – dense – heavy **fog**
- 7 cold – fresh – thick – freezing **air**

b) Use the collocations in sentences of your own.

**6** Choose the correct word.

- 1 Most of the people left the area before the storm **arrived/reached**.
- 2 I watched as the black clouds **collected/gathered** in the sky.
- 3 Temperatures **rose/raised** last weekend.
- 4 The rain was **pouring/dropping** down as we were walking towards the village.
- 5 An avalanche happened when a huge area of snow **melted/dissolved**.
- 6 During the hurricane the wind **blew/poured** at over 100 mph.

**7** a) Listen to the weather forecast. What will the weather be like today in the morning, afternoon and evening?

b) What was the weather like in your country yesterday? Tell the class.

## Phrasal verbs (related to disasters)

**8** Underline the correct particle.

- 1 When a fire **breaks out/off**, you should call the fire department.
- 2 After the flood, there was a lot of mess to **clean up/out**.
- 3 Dean was injured so we **called in/for** an ambulance.
- 4 Don't try to **put off/out** the fire yourself, call for help.
- 5 It was raining for two days before the weather **cleared up/off**.
- 6 The lights **went out/off** and I got scared.

## Prepositions

**9** Fill in: *from (x3), to, on, with*.

- 1 There was a lot of damage ..... the building after the earthquake.
- 2 Sandbags can help protect buildings ..... water damage.
- 3 Firefighters saved three men ..... the burning building.
- 4 People in remote areas often depend ..... their neighbours for help in times of disaster.
- 5 Volunteers helped ..... the rescue efforts.
- 6 We haven't heard ..... James since the earthquake hit.

## Word formation (abstract nouns)

**10** Form nouns derived from the words in bold.

We use *-ance* (*appear – appearance*), *-ery/-ry* (*slave – slavery*), *-f* added to verbs ending in *-ve* (*believe – belief*), *-ion/-ation* (*admire – admiration, digest – digestion*), *-ment* (*move – movement*), *-ness* (*happy – happiness*) to form abstract nouns.

- 1 Your ..... in this matter is highly appreciated. (**ASSIST**)
- 2 The rescue team got medals for their ..... (**BRAVE**)
- 3 It was a ..... to see everyone sound and safe. (**RELIEVE**)
- 4 It was the captain's ..... to abandon the ship. (**DECIDE**)
- 5 The ..... issued a tsunami warning. (**GOVERN**)
- 6 The ..... of the disaster forced the government to ask for help. (**SERIOUS**)

**11** **WRITING** **ICT** What disasters happened in your country in the last ten years? Collect information, then write a few sentences about each. Use the texts in Ex. 1 as a model. Present the information to the class.



Past simple vs Past continuous

# Australia's

## YOUNG REPORTERS' BLOG

Ben (18:53)

Hi guys!

Let me tell you what **1) happened** to me last Tuesday. I **2) was working** out in the fields on my dad's farm while my parents **were doing** chores inside the house. It was a perfect day. The sun **3) was shining** and a light breeze **was blowing**. But then everything changed. At about 1:30 in the afternoon, I **4) was fixing** a fence when I **noticed** a cloud of black smoke in the distance and I could smell something burning. I **5) realised** that it was a wild fire, so I ran back to the house and **called** the emergency services.

All night, firefighters **6) were spraying** the flames with water from trucks and helicopters. Eventually, they managed to put out the fire. Did any of you see the wild fire last week?

- A**  an action which happened at a specific time in the past (stated or implied)
- B**  actions which happened one after the other in the past
- C**  an action which was happening at a specific time in the past
- D**  two actions which were happening at the same time in the past
- E**  an action which was happening in the past when another action interrupted it
- F**  background information to a story

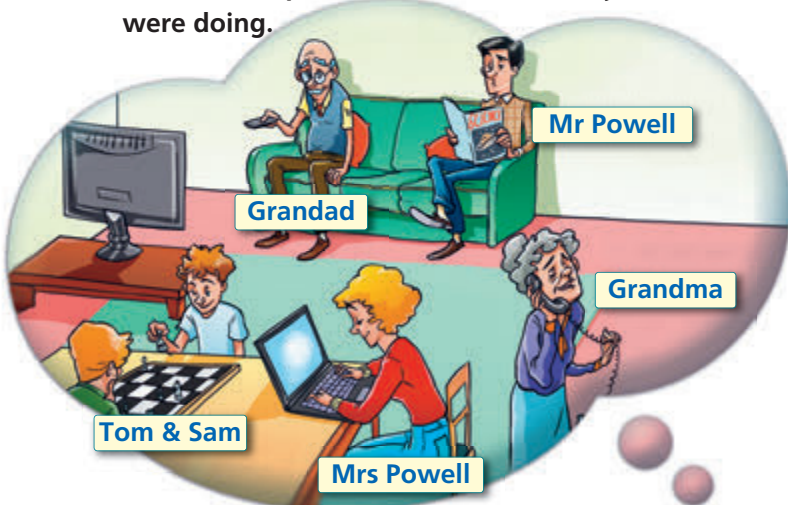
see pp. GR3-GR4

**1** Read the text. Which verb forms in bold are in the *past simple*, *past continuous*? Match them to their uses. How do we form these tenses? Is it the same in your language?

**2** The Powells were in their living room yesterday at 8 o'clock when the earthquake happened. In pairs, use the prompts to ask and answer questions about what they were doing.

**3** Put the verbs in brackets into the *past simple* or the *past continuous*.

- 1 A: When *did the tsunami hit* (the tsunami/ hit) the coast?  
B: At 6:42 this morning. Most people ..... (still/sleep) in their beds at that time.
- 2 A: What ..... (happen) to Douglas last weekend?  
B: He ..... (walk) in the mountains when he ..... (see) an avalanche. He ..... (call) the emergency services. They ..... (arrive) quickly and ..... (rescue) three people.
- 3 A: What ..... (you/do) at 10 o'clock last night when the hurricane hit?  
B: I ..... (do) my homework and my brother Ben ..... (read) a book.



- 1 Mr Powell/watch TV/read a magazine  
A: Was Mr Powell watching TV?  
B: No, he wasn't. He was reading a magazine.
- 2 Grandma/read a magazine/talk on the phone
- 3 Tom and Sam/send an email/play board game
- 4 Granddad/play a board game/watch TV
- 5 Mrs Powell/talk on the phone/send an email

**4** Complete the sentences with your own words.

- 1 I was tidying my bedroom when .....
- 2 Last Saturday I .....
- 3 At 7:30 last night I .....
- 4 I was reading a book while .....
- 5 I ate my dinner and then .....

**5** Put the verbs in brackets into the *past simple* or the *past continuous*.

## THE DOWNTON GAZETTE

A devastating flash flood **1**) .....  
**(occur)** in the village of Downton yesterday. Emma Michael, a local resident, narrowly escaped injury when floodwaters **2**) ..... **(wash away)** a bridge on her way to work. "It **3**) ..... **(rain)** and the wind **4**) ..... **(blow)** as I **5**) ..... **(drive)** to work yesterday morning," says Emma. "I **6**) ..... **(listen)** to the radio when I **7**) ..... **(hear)** reports that the water in the river **8**) ..... **(be)** really high. I **9**) ..... **(stop)** my car to take a look and, at that moment, a huge wall of water **10**) ..... **(rush)** down the river and **11**) ..... **(sweep away)** the bridge. I **12**) ..... **(have)** a lucky escape!"

**6** **SPEAKING** In pairs, ask and answer questions, as in the example.

- The fire broke out.  
 (• watch TV/living room • run/outside)  
*A: What were you doing when the fire broke out?*  
*B: I was watching TV in the living room.*  
*A: What did you do?*  
*B: I ran outside.*
- The hurricane hit. (• do/my homework • hide/in the basement)
- The earthquake happened. (• have/an English lesson • crawl/under a desk)

## Sentence transformations

**7** Complete the second sentence so that it means the same as the first. Use up to three words.

- The firefighters arrived while the fire was still burning.  
 The fire was still burning .....  
 ..... arrived.
- Alan started watching TV at 7:00 and he finished at 9:00.  
 Alan ..... at 8:30.
- The storm started during our lunchbreak.  
 While we .....,  
 the storm started.
- It was still raining when we got to school.  
 We got .....  
 it was still raining.

## used to/would/past simple

John used to live in a village. He didn't use to have a bike back then. He used to walk to school. All this changed last year when he moved to the big city.

- We use **used to/past simple** to talk about past habits/states.
- We use **would** for repeated past actions BUT not for past states.
- We use the **past simple** and NOT **used to** for actions which happened at a definite time in the past.

see p. GR4

**8** a) Read the text and the theory. Underline all *used to* forms. Which is a *past habit*? a *past state*?

b) Which forms of *used to* can be replaced with *would*? Why?

c) Can we replace *changed* with *used to/would*? Why? Why not?

**9** Choose the correct item.

- We **felt/used to feel** the quake last night.
- When Mark was a child, he **used/would** visit his grandparents every weekend.
- The Smiths **would buy/bought** a new house last month.
- Lyn **used to/would** have a yacht.
- They **told/would tell** everyone the news.


**10** **SPEAKING** Look at the pictures. In pairs, say where the people were, what they were doing, what they could see, hear or smell, how they were feeling. Use the *past simple* and *past continuous*.

- A: It was a beautiful day at the beach. The sun was shining.*  
*B: Peter and his dad were walking on the beach ...*



**11** **WRITING** Using your answers from Ex. 10, write a short story entitled "A Terrifying Experience". Use the *past simple* and *past continuous*.

## Reading

**1**  Listen to the sounds and look at the pictures. What comes to mind?

**2** a) Look at the pictures. Which shows:

flooded streets?  1

trees swaying in the wind?  2

a car under a fallen tree?  3

power lines on the ground?  4

b) Read the title. What do you think Sandy is? How are these sentences related to the texts?

 Listen and read to find out.

**3** Read the diary entries and choose the right answer A, B, C or D.

- 1 The writer woke up because of
  - A thunder.
  - B rain.
  - C wind.
  - D her mum's voice.
- 2 While they were in the basement they felt
  - A safe.      C surprised.
  - B scared.    D lucky.
- 3 The writer was relieved that
  - A all her neighbours were safe.
  - B emergency services were close.
  - C the house was in good condition.
  - D a puppy survived the hurricane.
- 4 The author's purpose is to
  - A explain how a disaster happened.
  - B describe a bad experience.
  - C inform us of a disaster.
  - D describe a surprising rescue.



# SANDY Strikes

5th May

What a terrible night! It was 11 o'clock and I was sleeping. Suddenly, I heard a loud bang. I realised it was thunder, and I jumped out of bed! I ran to the window and saw that it was raining heavily. The wind was blowing and the trees were swaying. Then, my mother came into my bedroom. She looked very shocked and she was shaking. "Hurricane Sandy is coming!" she cried. We ran downstairs into the basement where we were safe from the storm. The wind was so strong that the whole house was shaking. Outside, we could hear windows smashing. It was terrifying!

### Check these words

• bang • realise • thunder • rain heavily • wind • blow  
 • sway • shake • cry • basement • safe • smash  
 • terrifying • power line • emergency services • siren  
 • clear up • yelp • porch • shiver • mud • miracle • survive

**4** Read the texts again and answer the questions.

- 1 Why did the family go to the basement?
- 2 What effect did Sandy have on the town?



6th May

We spent all of last night in the basement. When we finally came out in the morning, we were surprised by what we saw. The streets were flooded, there were power lines on the ground and our car lay under a fallen tree. All across town, the sirens of the emergency services were wailing while people were clearing up the mess in their homes and gardens. Luckily our house wasn't too badly damaged. There was only some glass on the floor, and rubbish on our lawn. Thankfully, no one was hurt. As we were cleaning up the lawn, I suddenly heard a little yelp. It was coming from under the porch. I went to get a closer look and couldn't believe my eyes! There before me was a tiny white puppy. It was shivering and covered in mud. When it saw me, it jumped into my arms. It's such a miracle that this little dog survived such a terrible storm!

**Vocabulary**

**5** Fill in the gaps with a verb: *sway, blowing, shake, smash, wailing, clear up, shiver, survive.*

- 1 The sirens of the emergency services were ..... very loudly.
- 2 Everyone worked together to ..... the streets after the storm.
- 3 The trees started to ..... in the wind.
- 4 The wind was ..... hard.
- 5 Harry used a rock to ..... the window.
- 6 The earthquake caused the walls to .....
- 7 We were lucky to ..... such a huge storm!
- 8 Emma started to ..... because she was cold.

- 6** Replace the words in bold with the following words: *bang, shocked, luckily, cried, relieved, hurt, safe, rubbish.*
- 1 No one was **injured** in the hurricane.
  - 2 "It's an earthquake!" she **shouted**.
  - 3 There was a loud **noise** outside my window.
  - 4 There was **litter** all over the street.
  - 5 She looked **scared** and she was crying.
  - 6 We felt **calm** when the storm was finally over.
  - 7 They were **protected** from the storm in the basement.
  - 8 **Fortunately**, the hurricane didn't cause much damage to the area.

**7** **COLLOCATIONS** Fill in: *heavily, power, loud, strong, services.*

- |              |      |         |           |
|--------------|------|---------|-----------|
| 1 .....      | bang | 4 ..... | lines     |
| 2 rain ..... |      | 5       | emergency |
| 3 .....      | wind |         | .....     |

**Speaking**

**8** a) Read the diary entries again and put the events in the order they happened.

- A We were cleaning up the lawn when I heard a yelp.
- B We ran downstairs.
- C 1 I was sleeping when I heard a loud bang.
- D We came out of the basement.
- E My mother came to my room.
- F We saw power lines on the ground and heard sirens.
- G The puppy jumped into my arms.
- H I looked out of the window.
- I We went into the basement.

b) **THINK!** Imagine you were a reporter. Use the events in Ex. 8a to tell the class what happened from your point of view.

**Writing**

**9** Think of a disaster in your country or in other countries. Write how it was similar/ different to the one in the text.



# Listening skills

## Multiple choice

### Preparing for the task

**1** Read the question and possible answers. Then read the extract from the script. Use the underlined words/phrases to choose the best option.

- 1 Peter was in his room when he  
 A heard a noise. B the lights went out. C the bell rang.

**Bob:** Hi, Peter. How was your weekend?

**Peter:** You won't believe what happened to me! I was lying in my bed listening to music when I thought I heard the bell ring. I went to check who it was, but there was no one. Only some kids were playing in the streets making noise. I closed the door behind me and went back to my room. I felt a bit anxious. Then there was thunder and the lights went out.

**2** <sup>1.20</sup> a) Read the rubric, then read the questions and possible answers and underline the key words, then do the task.

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

### Recording 1

- 1 When the earthquake hit, Jodie was  
 A playing outside. B in her bedroom. C on the stairs.
- 2 When the room shook, Jodie thought  
 A there was a strange noise.  
 B there was nothing to worry about.  
 C it would fall on her.
- 3 The dialogue is mainly about  
 A a music show on TV. B family members.  
 C an earthquake that hit the area.

### Recording 2

- 4 When Annie first looked out of the window, she saw  
 A Katie. B the barn. C trees on fire.
- 5 The barn caught fire straight away because  
 A it was an old building. B the trees were blazing.  
 C there was a lot of hay in it.
- 6 Annie talks mostly about  
 A her family and their house. B her feelings and the fire.  
 C Melbourne and Australia.

b) **THINK!** Retell Annie's story from her mother's point of view.

## Matching exchanges

### Preparing for the task

**3** a) Read statement 1. What can the question be?

1 No, it was hot and sunny.

b) Choose the question (A-D) that matches the statement.

- A Was it a sunny day yesterday?  
 B What's the weather like?  
 C Did it rain yesterday?  
 D Did it stop raining?

c) What makes the other options inappropriate?

**4** a) Read the rubric and the statements A-E. Think of a question that can answer each.

You are going to hear four questions. Read the answers. For every question 1-4 choose the right answer (A-E). One answer doesn't match any of the questions.

- A Yes, if he doesn't take long.  
 B Yes, he was late.  
 C No, he was half an hour late.  
 D Maybe he had an appointment.  
 E Because he had to catch the bus.

1	2	3	4

<sup>1.21</sup> b) Do the listening task.

### Pronunciation /e/, /æ/, /ʌ/

**5** <sup>1.22</sup> Listen and tick (✓). Listen and repeat. Can you think of one more word for each sound?

	/e/	/æ/	/ʌ/		/e/	/æ/	/ʌ/
bet				cut			
bat				met			
but				back			

## Everyday English

### Narrating experiences

**1** a) Listen to the sounds. What phrases come to mind?

b) The sounds are related to the dialogue. What is it about? Read through and check.

**2** Read the dialogue. Fill in each gap (1-4) with the correct word (A, B or C). Is it *formal* or *informal*?

Andy: Hey Bob. I **1** ..... about the earthquake. Are you alright?  
 Bob: I'm OK now, but it was terrible. There was a loud rumbling **2** ..... and then, everything started shaking.  
 Andy: Poor you. I bet you were terrified!  
 Bob: I was. The windows **3** ..... and the furniture fell over. Luckily no one was hurt.  
 Andy: You had a lucky escape.  
 Bob: I know. It was a horrible **4** ..... and I'm relieved it's over.

- |             |           |               |
|-------------|-----------|---------------|
| 1 A hear    | B heard   | C was hearing |
| 2 A sight   | B sound   | C noise       |
| 3 A smashed | B crashed | C collapsed   |
| 4 A picture | B idea    | C experience  |

**3** Listen to the dialogue. Take roles and read it aloud.

**4** Replace the underlined sentences in the dialogue with sentences from the language box.

#### Asking about an experience

- What happened?
- Is everyone OK?

#### Describing an experience

- It was awful/frightening etc.
- It was a horrible/terrifying etc experience.

#### Commenting on sb's experience

- You were very lucky.
- I bet you were scared/relieved etc.

#### Describing feelings

- I was terrified/scared/relieved etc.

**5** Read the news headline and act out a dialogue similar to the one in Ex. 2. Use sentences from the language box. Make sure you use informal style.

**HURRICANE SANDY HITS THE US FLOODING TOWNS AND LEAVING MILLIONS WITHOUT POWER**

## Setting the scene

### STUDY SKILLS

When we describe a picture we talk about the place (where), the time (when), the people (who), the weather, the activities, their clothes and their feelings (what).

**6** Look at the picture. Use the words to complete the description: *looking, cold, Monday, nervous, had, warm, waiting, directions.*



One **1** ..... morning Teresa was **2** ..... for a train. She **3** ..... a job interview that day. It was **4** ..... on the platform but she was wearing her **5** ..... coat, hat and gloves. She was **6** ..... at her map for **7** ..... and feeling **8** ..... about the interview.

**7** Look at the picture. Use the words to set the scene.

- Dora
- autumn afternoon
- going home
- raining hard
- light jacket and jeans
- carry shopping bags
- miserable



# A DISASTROUS HOLIDAY

## Model analysis

- 1** Read the rubric, then the model. How do the underlined words in the rubric relate to the model?

Your English teacher has asked you to write a short story (60-100 words) about a holiday of yours. Your story should contain:  
 • a yacht. • a storm.

### STUDY SKILLS

#### Setting the scene

We start a short story by setting the scene. In order to do so we imagine we are looking at a picture and describe the place (where), the time (when), the weather, the people involved (who), their clothes, their activities and their feelings.

- 2** a) Look at the picture and read the paragraph. Answer the questions.



Last weekend, John went boating on the lake. It was sunny, so he was wearing his favourite shirt, a cap and sunglasses. It was a perfect day to go sailing. He felt relaxed as he enjoyed the summer breeze on his face.

- 1 Where and when did the story happen?
- 2 What was the weather like?
- 3 Who are the main characters?
- 4 What did they do?
- 5 How did they feel?

**b) How does the writer set the scene in the story in Ex. 1?**

**A** Last summer, I was in Ibiza with my family. One day, my dad hired a yacht and we went sailing. The weather was strange that day. One minute, it was hot and the next, it was cool, so I decided to wear a jacket. All morning, the sea was calm. But after lunch, I started to feel worried when the sky grew dark.

**B** Minutes later it started raining heavily and a massive wave smashed into us. Before I knew what happened, my sister and I were in the sea. I swam fast towards her. I held Lisa's head above the waves and looked round for the yacht. It was on its side. Luckily, one of the lifeboats floated nearby. I pushed my sister into it and climbed in. I couldn't see my parents anywhere.

**C** It took five hours for the rescue team to find us. When they brought us back to shore, our parents were waiting for us. We were relieved to be safe and back together.

- 3** a) List the events in the story in the order they happened.  
 b) Use the list to retell the story in the third person.

## Feelings

- 4** How does each speaker feel? Choose from the feelings in the list.

• tired • relieved • confused • sad • excited • scared

- 1 At last the storm was over and we were on solid ground.
- 2 As the train was pulling out of the station, I couldn't hold back my tears.
- 3 Suddenly, I heard a strange noise from downstairs and the lights went out. I screamed.
- 4 It was very late and I was looking forward to going to sleep.
- 5 I couldn't understand if it was a dream or if it really happened.
- 6 We couldn't wait for our holiday to start.

### STUDY SKILLS

#### Using adverbs/adjectives

When we write a story, we can use verb-adverb collocations and a variety of adjectives. They make our story sound more interesting to the reader.

## Adverbs

- 5** a) Study the theory. Find examples in the story in Ex. 2.

#### Form:

- adjective + -ly: careful - carefully
- adjective ending in -ic + -ally: electronic - electronically
- adjective ending in -e → -y: terrible - terribly
- adjective ending in -y → -ily: easy - easily

**Irregular forms:** good - well, fast - fast, hard - hard



b) Form adverbs from the adjectives below to complete the sentences.

- happy • hard • patient • heavy • quick • ironic
- slow • careful

- 1 He waited ..... for the rescue team to find him.
- 2 She ran ..... to the police officer and asked for help.
- 3 The wind was blowing ..... and the trees were swaying.
- 4 The girl ..... approached the old lady and gave her hand to her.
- 5 It was raining ..... all night.
- 6 We cheered ..... when we saw the lifeguard-boat come close.
- 7 He looked at the man and smiled .....
- 8 The young boy was listening ..... to what the leader was explaining.

## Adjectives

6 Replace the adjectives in bold with these adjectives: *huge, kind, pleasant, tall.*

It was a **1) nice** summer afternoon. In the garden, the birds were chirping in the **2) nice** trees. Suddenly, the walls started shaking, and dishes and glasses crashed to the floor and broke. There was a **3) big** boom, the pipes burst and the kitchen started to fill with water. We heard a siren outside. A **4) nice** firefighter came to our door to see if we were OK.

## Writing

7 a) Read the rubric.

Your teacher has asked you to write a **short story** (50-100 words) entitled **The Rescue**. In your story you should include:

- a bedroom.
- a fire.

b) Look at the pictures and try to put them in correct chronological order.

Listen and check.



c) Listen again and make notes. Use your notes to complete the story.

### Useful Language

#### Setting the scene

- Last summer/year etc I/my family etc went to/travelled around etc...
- We stayed ...

#### Events

- One day/morning etc ... we/I decided to ...
- We watched ... Then, I ...
- Suddenly ... etc
- After that ...
- I/We etc started screaming/yelling etc.

#### Ending

- We were relieved/happy/sad ...
- It was the most ... experience of my life.

## Plan

- (Para 1) *set the scene (time, place, people, weather, activity)*
- (Para 2) *events in the order they happened & main event*
- (Para 3) *what happened in the end; people's feelings*

### The Rescue

Last month, I ...

I was ... Suddenly I heard ... It was ... I ...

Three hours later ...

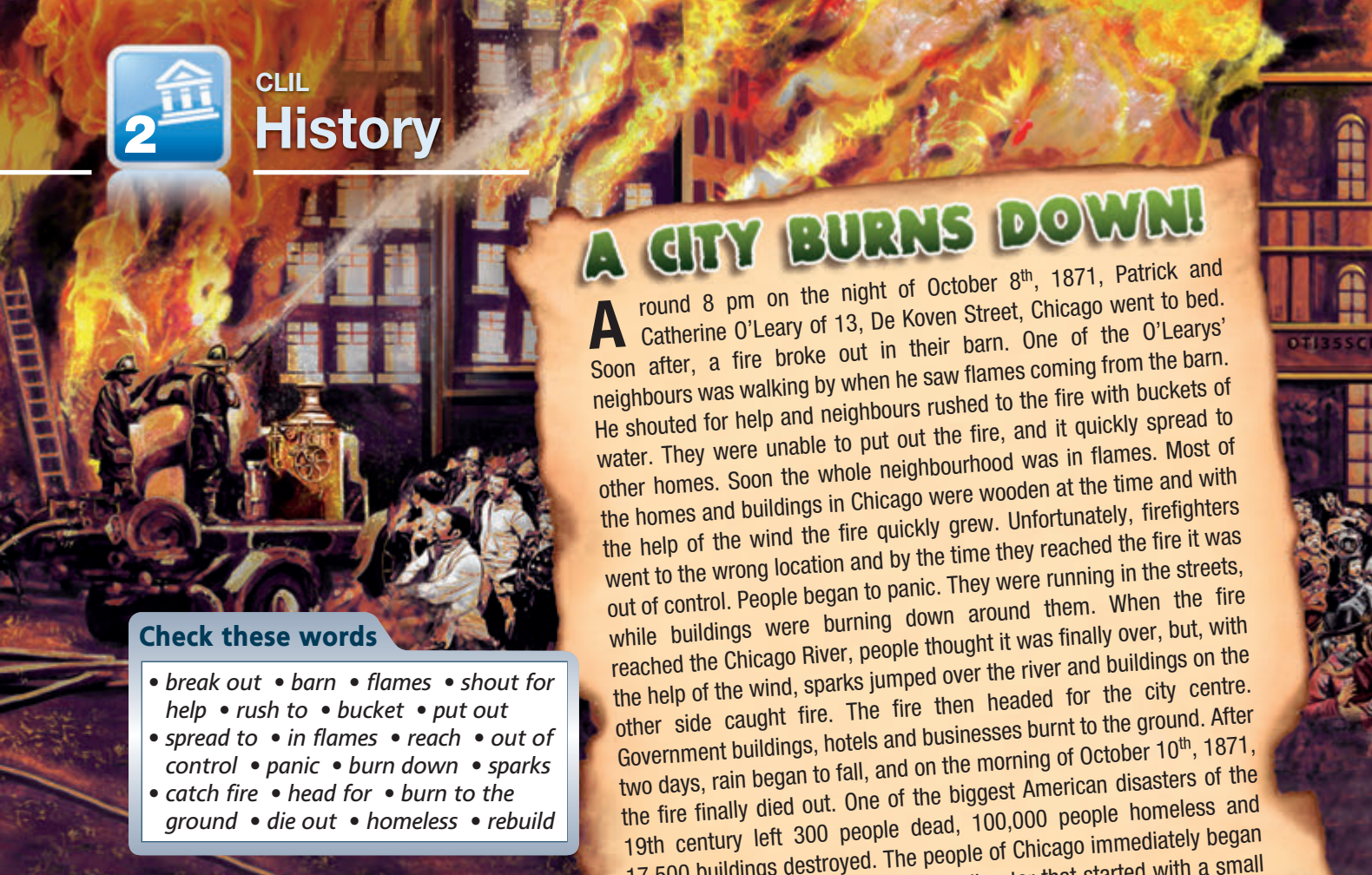
I was exhausted, but relieved.



## Checklist

When you finish your piece of writing, check it for the following:

- Does your story include everything asked for in the rubric?
- Is the sequence of events clear?
- Are your paragraphs well structured?
- Does your story contain past tenses?
- Is there a variety of adjectives and adverbs?
- Are there any spelling or grammar mistakes?



## A CITY BURNS DOWN!

Around 8 pm on the night of October 8<sup>th</sup>, 1871, Patrick and Catherine O’Leary of 13, De Koven Street, Chicago went to bed. Soon after, a fire broke out in their barn. One of the O’Learys’ neighbours was walking by when he saw flames coming from the barn. He shouted for help and neighbours rushed to the fire with buckets of water. They were unable to put out the fire, and it quickly spread to other homes. Soon the whole neighbourhood was in flames. Most of the homes and buildings in Chicago were wooden at the time and with the help of the wind the fire quickly grew. Unfortunately, firefighters went to the wrong location and by the time they reached the fire it was out of control. People began to panic. They were running in the streets, while buildings were burning down around them. When the fire reached the Chicago River, people thought it was finally over, but, with the help of the wind, sparks jumped over the river and buildings on the other side caught fire. The fire then headed for the city centre. Government buildings, hotels and businesses burnt to the ground. After two days, rain began to fall, and on the morning of October 10<sup>th</sup>, 1871, the fire finally died out. One of the biggest American disasters of the 19<sup>th</sup> century left 300 people dead, 100,000 people homeless and 17,500 buildings destroyed. The people of Chicago immediately began to rebuild their city from this disaster that started with a small fire in the O’Learys’ barn.

### Check these words

- *break out* • *barn* • *flames* • *shout for help* • *rush to* • *bucket* • *put out*
- *spread to* • *in flames* • *reach* • *out of control* • *panic* • *burn down* • *sparks*
- *catch fire* • *head for* • *burn to the ground* • *die out* • *homeless* • *rebuild*

### 1 a) Check the meaning of the words/phrases in bold in the Word List.

The Chicago Fire ...

- 1 **broke out** in a house.
- 2 was **out of control** when firefighters arrived.
- 3 reached the Chicago River and many buildings on the other side **caught fire**.
- 4 destroyed the city centre and many buildings **burnt to the ground**.
- 5 **died out** after one day.
- 6 left 17,500 people **homeless**.

### b) Which of the above sentences are true about the Chicago Fire?

1.26 Listen and read to find out.

### 2 Read the text and complete the sentences.

- 1 A neighbour saw flames .....
- 2 Neighbours tried to put out the fire with .....
- 3 Before long all of the neighbourhood was .....
- 4 At first, firefighters arrived at the .....
- 5 As the fire got worse people started to .....
- 6 After crossing the river the fire .....

### 3 Answer the questions.

- 1 Why did the Chicago fire grow so quickly?
- 2 What happened to the fire when it reached the river?
- 3 What makes the Chicago Fire one of the biggest American disasters?

### 4 Fill in: *broke, burnt, put, died, rushed, spread*.

- 1 The fire ..... out after a few hours.
- 2 A fire ..... out in the school.
- 3 Firefighters ..... to the burning home.
- 4 Many buildings ..... down.
- 5 The fire quickly ..... to other homes.
- 6 They couldn’t ..... out the fire, so they called the fire brigade.

### 5 Use the following to make sentences based on the text: *Patrick & Catherine O’Leary, 13 De Koven Street, Chicago, firefighters, Chicago River, October 10 1871, 100,000, O’Leary’s barn*.

### 6 Find information about a disaster that happened in your country. Compare it to the Chicago Fire.

## Vocabulary

- 1** Fill in: *rescue, evacuate, blow, survive, erupt, damage, pour* in the correct form.
- Active volcanos .....
  - In a hurricane, winds ..... at 80 mph.
  - The emergency services ..... a woman trapped in the avalanche.
  - The rain ..... down for days.
  - They told us to ..... the school.
  - After the disaster, she ..... without food for two weeks.
  - The hurricane didn't ..... the house. (7x2=14)

- 2** Choose the correct word.
- Temperatures **raise/rise** in the summer.
  - The fire **arrived/reached** the edge of the city.
  - It's **bitterly/heavily** cold outside.
  - He **gathered/warned** us to stay inside.
  - The hurricane **hit/shook** the coast.
  - The **strong/heavy** winds caused problems.
  - Power **lines/pipes** were on the ground.
  - The city took many years to **recover/save** from the disaster. (8x2=16)

- 3** Read the description and fill in the correct natural disaster.
- A skier was trapped under the snow for five hours. a \_\_\_\_\_
  - Over 200,000 acres of forest burnt down. w \_ \_ \_ f \_ \_ \_
  - We saw smoke and ash coming from the mountain. v \_ \_ \_ \_ \_ e \_ \_ \_ \_ \_
  - A huge wave caused mass destruction along the coast. t \_ \_ \_ \_ \_
  - The ground was shaking and several buildings collapsed. e \_ \_ \_ \_ \_ \_ \_ (5x3=15)

- 4** Choose the correct item.
- He depends **on/to** his friends for help.
  - The firefighters put **out/off** the fire.
  - The Mayor has new plans to protect the city **from/of** floods.
  - The injured skier called **in/for** help.
  - I last heard **from/of** Laura an hour ago. (5x3=15)

## Everyday English

- 5** Complete the exchanges with: *it was awful. – What happened? – She was lucky. – Is everyone OK?*
- A: I had a terrifying experience.  
B: .....
  - A: I heard about the flood. Are you alright?  
B: I'm OK now, but .....
  - A: Our house collapsed in the earthquake.  
B: Oh no! .....
  - A: Karen wasn't hurt in the fire.  
B: I know. .... (4x5=20)

- 6** Grammar
- Put the verb in brackets into the *past simple* or the *past continuous*.
- The flood ..... (**damage**) the house.
  - He ..... (**walk**) home when he ..... (**see**) the smoke.
  - The wind ..... (**blow**) and rain ..... (**fall**) when we left.
  - They ..... (**look**) for Amy all night.
  - They ..... (**evacuate**) the area while the fire ..... (**burn**). (5x2=10)

- 7** Choose the correct item.
- She **used to/would** have long hair.
  - They **would turn/turned** around and saw the avalanche coming.
  - We **heard/used to hear** a noise coming from outside.
  - I **used to/would** like listening to music while studying.
  - I **used to/use to be** afraid of thunder. (5x2=10)

Total: 100



### Grammar in Focus

Put the words in brackets into the correct form, choose the correct item or fill in the gaps.

- I **1** **used to/would** live in New York, but when I was 12 I **2** ..... (**move**) to California. On my first day of school, I **3** ..... (**sit**) in my classroom when I **4** ..... (**feel**) the ground start to shake. I **5** ..... (**be**) scared, but luckily it **6** ..... (**not/ last**) long and there was no damage **7** ..... the school building.

## Reading

### Multiple matching

#### Preparing for the task

- 1** Match the sentences (1-4) with the sentences (A-D) that have similar meanings. Which words helped you to decide?

- 1**  People who are outside should stay away from the walls of buildings.
- 2**  Put on long sleeves, long trousers and good shoes to protect yourself from broken objects.
- 3**  Get under a piece of heavy furniture and hold on to it.
- 4**  Stay indoors until the shaking stops.

- A** Don't go outside until everything is no longer moving and it's clear that there's no more danger.
- B** Use a table, desk or bed as a shelter and don't let go of it.
- C** Change out of summer clothing, which makes injuries more likely.
- D** To stay safe, don't go near tall structures, and avoid doorways in particular.

### STUDY SKILLS

In this task all three paragraphs are of the same type (e.g advertisement) and on the same topic. The rubric tells you both. Once you know the topic and text type, try to predict in your head what language you will see in the three paragraphs. When you read the paragraphs, take note of the key vocabulary. To help you to match the questions to the texts, look for language within the questions that somehow refers to the key words and phrases in the paragraphs.

- 2** Read the information from three earthquake safety advice leaflets (A-C) and the questions (1-4). For each question choose the correct leaflet and write the appropriate letter in the box. There is one question that matches none of the paragraphs.

**A** If an overnight earthquake wakes you, don't get up. Trying to move to a safer location is more dangerous than staying under the sheets. For example, broken glass can injure you if you try to go downstairs. Instead, stay where you are and protect your head with a pillow.

**B** Stop at the roadside in a safe place. Avoid bridges and locations near trees, damaged buildings and broken power lines. Don't leave your vehicle and don't remove your seat belt. Switch on the radio and listen for advice from the authorities.

**C** Don't waste food or water. Major earthquakes can create a shortage of both. If water is still running from the tap, it's a good idea to fill a bathtub. If you are without power, unplug all electrical items to prevent fires when the electricity returns.

	Which leaflet gives useful advice for	
<b>1</b>	survivors of an earthquake?	
<b>2</b>	people who work nights?	
<b>3</b>	people who are in cars?	
<b>4</b>	people who experience an earthquake while sleeping?	

## Listening

### Multiple matching

#### Preparing for the task

- 3** Read the script. Use the underlined words to match the people to the weather conditions.

**Ann:** *Is John back from his skiing holiday in Austria yet, Henry?*

**Henry:** *Yes, but he had an awful time.*

**Ann:** *Oh no! Why?*

**Henry:** *He said it was rainy and foggy the whole time. The snow just melted away so they had to close the ski slope.*

**Ann:** *Wow! How unlucky! How about his sister Sandy? I think she went skiing in Italy at the same time.*


**Henry:** *Yes, she's back home too. She had better luck. The temperature was around zero the whole time. Everything was white like a winter wonderland!*

#### PEOPLE

- 1  John  
2  John's sister

#### WEATHER

- A snow  
B fog

- 4**  You are going to hear a conversation between two friends. Match the different types of weather (A-E) to the people (1-4). Write the appropriate letter (A, B, C, D or E) in the right box. One weather type is extra and does not match any of the people.

#### PEOPLE

- 1  Billy  
2  Billy's parents  
3  Julie's brother  
4  Julie

#### TYPES OF WEATHER

- A rainy  
B hot  
C windy  
D stormy  
E cold

## Use of English

### Text completion

#### Preparing for the task

- 5** a) Read the sentences. Decide which type of word is missing from each sentence.

- 1 It was hard to keep ..... when the lights went out. **(particle/adjective)**
- 2 ....., nobody was seriously injured. **(adverb/pronoun)**
- 3 I was ..... forward to the volcano hike. **(verb/noun)**
- 4 We hold emergency drills regularly because we live ..... an earthquake zone. **(preposition/conjunction)**
- 5 The rescuers ..... to the collapsed building. **(verb/adjective)**
- 6 By 3 o'clock the fire was getting out ..... control. **(preposition/adjective)**

- b) Now choose the correct word for each gap.

- 1 calm/calming
- 2 Fortunately/Fortunate
- 3 looking/looked
- 4 with/in
- 5 rushed/rushing
- 6 from/of

- 6** Read the task below. Complete the gaps (1-3) with the words from the box to make the text grammatically and lexically correct. There are three extra words that you don't need.

- |           |             |            |
|-----------|-------------|------------|
| A pushing | C expected  | E agreed   |
| B waited  | D discussed | F carrying |

The story of Pompeii in Italy is one of the most famous natural disasters in history. Although the town was very close to the volcano Vesuvius, nobody **1** ..... it to erupt the way it did in 79 AD. In fact, people **2** ..... that Vesuvius was extinct. The eruption buried the town so quickly that many people were still **3** ..... out everyday activities when they were killed.

## Reading

### Matching headings to paragraphs

#### Preparing for the task

- 1** Read the headings. Decide which of the words below the headings best match the underlined words.

**A** All flooded      **B** Saved from the air

- sky • crowds • water • disaster • rescuer • survive
- helicopter • coastline • waves

- 2** Read the paragraph below and decide which heading from Ex. 1 best matches it. Underline the words that helped you decide.

Skier Cedric Genoud spent 17 hours buried under 50 cm of snow after an avalanche in the Swiss Alps in 2010. He survived by making a hole in the snow around his face with his hands so that he could breathe. His rescuers were in a helicopter when they noticed snow that was moving where Cedric lay.

- 3** Read the text and match the headings (A-D) with the paragraphs (1-3). One heading does not fit for any paragraph.

**1**

*When Erika and Stefan Svanstrom from Sweden planned a four-month-long honeymoon in 2010, they were hoping for the trip of a lifetime. The couple certainly had a memorable trip, but not exactly for the reasons they were expecting.*

**2**

*On the first stage of their journey, they got stranded in the German city of Munich due to one of Europe's worst ever blizzards. Then in Cairns in Australia, they were evacuated from their accommodation because of a cyclone, and spent 24 hours in a shopping centre with 2,500 other people. They then experienced flooding in Brisbane and came close to wildfires in Perth.*

**3**

*They had some good luck when they moved on to New Zealand – they arrived just after a major earthquake in Christchurch. But in Tokyo their timing wasn't so good. They were there during one of the biggest earthquakes in Japanese history. Fortunately, they survived to tell the tale of their extraordinary trip.*

- A** Delayed and disrupted
- B** Scorching weather
- C** Extra-special holiday
- D** From one danger zone to another

## Use of English

### Text completion

#### Preparing for the task

- 4** Choose the correct option. Discuss whether the sentences test grammar or lexis.

- 1 I was ..... a bath when the fire alarm went off.  
**A** taken      **B** taking  
**C** to take
- 2 A tsunami was possible, so we headed ..... the hills.  
**A** for      **B** in      **C** at
- 3 We couldn't see ..... because of the smoke.  
**A** nothing      **B** something  
**C** anything
- 4 His mistake ..... the accident.  
**A** caused      **B** happened  
**C** made
- 5 I was both scared and fascinated ..... the experience.  
**A** of      **B** by      **C** on
- 6 The oldest building in the town burnt ..... in the fire.  
**A** down      **B** through  
**C** off
- 7 We need to ..... the town from possible flooding.  
**A** prevent      **B** protect  
**C** insure
- 8 He was covered ..... dirt and mud, but he was uninjured.  
**A** of      **B** in      **C** up
- 9 There was water everywhere – I ..... believe my eyes.  
**A** wouldn't      **B** couldn't  
**C** shouldn't
- 10 Sadly, the fire ..... 30 people dead.  
**A** made      **B** left  
**C** caused