

Prime Time



4

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Student's Book



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Contents

	Modules	Grammar	Vocabulary
Starter	Starter pp. 5-6		<ul style="list-style-type: none"> Jobs Extreme Sports Entertainment The Internet The Weather Health Issues Appearance & Character The Environment
1	Breaking news pp. 7-21 Skills Practice 1 pp. 22-24 Language in Use 1 p. 25 Revision 1 p. 26	<ul style="list-style-type: none"> Present/Past tenses (revision) Past perfect/Past perfect continuous Quantifiers (<i>the whole, of both, neither, either, none</i>) 	<ul style="list-style-type: none"> World events Volcanoes Accidents & injuries Types of TV programmes Weather phenomena and weather idioms Disasters Phrasal verbs: <i>back, call, carry</i> Word formation: compound adjectives
2	Consumer society pp. 27-41 Skills Practice 2 pp. 42-44 Language in Use 2 p. 45 Revision 2 p. 46	<ul style="list-style-type: none"> Future tenses (revision); future continuous -ing/(to)-infinitive form (revision) Comparisons (revision) Future perfect simple/Future perfect continuous Clauses of concession 	<ul style="list-style-type: none"> Shops & services Materials & substances Supermarket shopping Furniture & appliances Faulty products Phrasal verbs: <i>do, drop, get</i> Word formation: verbs from nouns/ adjectives
3	The right thing to do pp. 47-61 Skills Practice 3 pp. 62-64 Language in Use 3 p. 65 Revision 3 p. 66	<ul style="list-style-type: none"> Modals (revision) Conditionals 0, 1, 2, 3 Wishes Relative clauses Mixed conditionals 	<ul style="list-style-type: none"> Community action Members of society World problems Raising awareness Environmental problems Space colonisation Phrasal verbs: <i>hand, hang, join</i> Word formation: prefixes used with nouns to form nouns
4	Still a mystery pp. 67-81 Skills Practice 4 pp. 82-84 Language in Use 4 p. 85 Revision 4 p. 86	<ul style="list-style-type: none"> The passive personal/ impersonal constructions Reflexive/emphatic pronouns Question tags Articles (<i>a, an, the, -</i>) 	<ul style="list-style-type: none"> Mysterious events UFOs Strange Creatures Unexplained phenomena Ways of looking Sound verbs Types of books Phrasal verbs: <i>keep, let, pick</i> Word formation: forming nouns from adjectives
5	Lifelong learning pp. 87-101 Skills Practice 5 pp. 102-104 Language in Use 5 p. 105 Revision 5 p. 106	<ul style="list-style-type: none"> Reported speech Reported questions/commands Special introductory verbs Time clauses 	<ul style="list-style-type: none"> Learning experiences School subjects Martial arts skills Technology in education Achievements Higher education Gap year experiences Phrasal verbs: <i>pass, stick, think</i> Word formation: abstract nouns
6	Getting to know you pp. 107-121 Skills Practice 6 pp. 122-124 Language in Use 6 p. 125 Revision 6 p. 126	<ul style="list-style-type: none"> The causative Clauses (purpose, result, reason & manner) Inversion 	<ul style="list-style-type: none"> Appearance & Character Personality types Body language Body idioms Changing to one's appearance Phrasal verbs: <i>fill, hold, try</i> Word formation: nouns from verbs

	Reading & Listening	Speaking & Functions	Writing	Culture Corner/ Curricular
		<ul style="list-style-type: none"> Revision 		
	<ul style="list-style-type: none"> <i>In the Heat of the Moment</i> (multiple choice) <i>Trapped!</i> (missing sentences) <i>Strange weather we're having!</i> (T/F/DS) <i>The Day the Earth Moved</i> (missing sentences) a news report (T/ F) 	<ul style="list-style-type: none"> An interview Decide what to watch on TV Give bad news & react Intonation: echo questions 	<ul style="list-style-type: none"> What it's like to be near a volcano An interview An experience someone had A story 	<ul style="list-style-type: none"> <i>Hurricane Katrina: The tragedy of New Orleans</i> (headings) <i>Tsunami: A wave of disaster</i> (Geography)
	<ul style="list-style-type: none"> <i>Tomorrow's World</i> (multiple matching) <i>Exposed! The Tricks of the Trade</i> (headings) <i>Living in a time warp</i> (multiple choice) <i>Growing up</i> (missing sentences) Monologues (multiple matching) 	<ul style="list-style-type: none"> Buy clothes Describe sb's life Compare lifestyles Make complaints & request action Intonation: exclamations 	<ul style="list-style-type: none"> How inventions will improve our lives An email of complaint A comparison of two lifestyles How vertical farms can benefit society 	<ul style="list-style-type: none"> <i>Made in the USA</i> (answering questions) <i>How to be a responsible shopper</i> (Citizenship)
	<ul style="list-style-type: none"> <i>A day in the shoes of...</i> (sentence completion) <i>A Street Education</i> (multiple choice) <i>The Worst Place to Take a Walk!</i> (missing sentences) <i>Space Colonisation Future or Fantasy?</i> (missing sentences) An interview (multiple choice) 	<ul style="list-style-type: none"> Make a donation to charity Express opinion Intonation: polite requests A radio interview 	<ul style="list-style-type: none"> A short account of a day in the life of an unemployed person A letter about an experience A lecture An opinion essay 	<ul style="list-style-type: none"> <i>Glastonbury Festival</i> (open cloze) <i>What is Deforestation?</i> (Geography)
	<ul style="list-style-type: none"> <i>The Truth isn't out there ... or is it?</i> (missing sentences) <i>In Search of Monsters</i> (multiple choice) <i>Mysterious Places</i> (multiple matching) <i>Back to Life!</i> (missing sentences) Monologues (multiple matching) 	<ul style="list-style-type: none"> Book tickets for a guided tour Express Preferences Intonation: question tags 	<ul style="list-style-type: none"> A book review A paragraph about a tour A summary A description of an experience A presentation on dinosaurs 	<ul style="list-style-type: none"> <i>Haunted London</i> (multiple choice cloze) <i>The Day of the Triffids</i> (Literature)
	<ul style="list-style-type: none"> <i>Training with the Shaolin Monks</i> (missing sentences) <i>Khan Academy</i> (multiple choice) <i>The Boy who Harnessed the Wind</i> (multiple choice) <i>Take a break</i> (multiple matching) Higher education experiences (multiple matching) 	<ul style="list-style-type: none"> a radio interview borrow library books Pronunciation: emphatic stress Compare photos 	<ul style="list-style-type: none"> A for-and-against essay An interview How an inventor feels What someone learnt from an experience 	<ul style="list-style-type: none"> <i>The Duke of Edinburgh's Award</i> (open cloze) <i>Train your brain!</i> (PSHE)
	<ul style="list-style-type: none"> <i>You are what you think you are!</i> (multiple choice) <i>Dealing with Difficult People</i> (multiple matching) <i>Liar, liar!</i> (T/F/DS) <i>Do you speak dolphins?</i> (missing sentences) An interview (multiple choice) 	<ul style="list-style-type: none"> Speculate & make assumptions Rearrange an appointment Pronunciation: expressing sympathy Criticise & respond 	<ul style="list-style-type: none"> A descriptive article about a person A summary A paragraph about a personality type A talk 	<ul style="list-style-type: none"> <i>Haka!</i> (open cloze) <i>Nature speaks</i> (Science)

Stories

Stories can be written either in the first or the third-person and present a series of events, real or imaginary. The events in the story should be written in the order in which they happen. Stories include:

- an **introductory paragraph** which **sets the scene** (*describes the time, place, people, activity, weather, etc*),
- **main body paragraphs** (*describing incidents leading up to the main event, the main event itself and its climax*),
- a **concluding paragraph** (*describing what happens in the end, people's reactions/feelings, etc*)

Stories are characterised by:

- **the use of past tenses** (*The sun was shining brightly when they set out. She put on her coat, opened the door and went outside. When the waiter brought the bill, Mr Bartlett was embarrassed to find he had forgotten to bring his wallet.*)
- **linking words/phrases that convey time and sequence of events** (*first/at first, then/next, after/before that, during, while, meanwhile, as soon as, the moment that, by the time, in the end/finally, etc*).
- **descriptive adjectives/adverbs** to make the story more interesting (*elegant, pleasant, breathtaking, fast, politely, softly, etc*)
- **direct speech** to make the story more dramatic (*"Whatever are you doing?" she yelled.*)

Useful Language

Starting a story/Setting the scene

- Karen felt (*exhausted*) as she had been (*studying hard for her exams for six months*).
- The birds were singing happily when Tom woke up on Saturday.

Leading up to the main event

- At first, we didn't notice (*anything strange*).
- The (*party*) had only just (*started*) when ...
- The next thing (*Tom*) knew, (*he was ...*).

The main event/climax of the story

- They started (*screaming and shouting in panic*).
- I felt sure (*the plane*) was going to (*crash*).

Describing people/places/objects/feelings

- The old man behind the counter ...
- The streets of the small town were crowded and bustling during Carnival week.
- Small puffy white clouds drifted lazily above our heads.
- To their (*surprise/disgust/horror, etc*) ...,
- Imagine our (*disappointment*) when ...

Ending a story

- I've never felt so (*relieved/scared, etc*) in my whole life.
- He knew he would never ... again.
- It was the most (*embarrassing*) moment I've ever experienced.

An English magazine has asked its readers to send in short stories with the title: 'A Lucky Escape'. The best story wins £250. Write your story for the competition (200-250 words).

A Lucky Escape by Jane Lucas

1 One Friday afternoon, last winter, I was travelling home on the bus. It was very cold and the rain was pounding heavily against the windows. I was looking forward to having a hot bath and a cooked meal to warm myself up once I got home. I had no idea that I would have a very lucky escape.

2 The bus was making its way along the high street when something went terribly wrong. We were only about five minutes away from my house when suddenly the driver slammed his brakes on. Everyone on the bus was thrown forwards and then the bus skidded, spun around and veered off the road. The last thing I remember is spinning over and over.

3 When I came round, people were moaning. My head was throbbing and there was blood running down the side of my face. I realised I was trapped in the bus which was on its side, but I could hear the sound of sirens in the distance. Soon after that, the emergency services were cutting us out of the vehicle and taking people to hospital.

4 Fortunately, a couple of hours and three stitches later, I was able to go home. I was extremely relieved that no one was seriously injured and very happy to finally make it home.

Practice

1 Answer the questions.

- 1 How has the writer set the scene?
- 2 What senses has the writer referred to?
- 3 What is the climax event?
- 4 What adjectives/adverbs has the writer used?
- 5 What time words has the writer used to show the sequence of events?

Module 1

Breaking news

Vocabulary: world events, volcanoes, accidents & injuries, types of TV programmes, rare weather phenomena, disasters

Grammar: present & past tenses (revision); past perfect & past perfect continuous; quantifiers

Everyday English: deciding what to watch on TV

Intonation: echo questions

Phrasal verbs: *back, call, carry*

Word formation: compound adjectives

Writing: an imaginary experience of yours; an interview; a story

Culture Corner: Hurricane Katrina: The tragedy of New Orleans

Curricular (Geography): Tsunamis

Vocabulary

World events

1 Listen and say.

- technological invention
- volcanic eruption
- huge tropical storm
- mine collapse
- earthquake
- tsunami

2 a) Look at the events in the pictures and complete the sentences with: *hit, rescued, launched, caused, erupted*.

b) Match the events in Ex. 1 to the pictures (A-E).

3 Listen to extracts from two news reports. Which of the events in the headlines is each about?

OVER TO YOU!

Close your books and say a few things you remember about the events that have happened in the 21st century so far.



In 2002, the Microsoft Corporation 1) the first ever tablet PC.

In 2010, 33 men were 2) from a collapsed mine in the Atacama Desert, Chile.



In 2005, Hurricane Katrina 3) massive flooding and loss of life in New Orleans, USA.



In 2010, the Eyjafjallajökull volcano in Iceland 4) and people had to evacuate.




In 2011, a 9.0 earthquake 5) Japan followed by a huge tsunami that killed thousands of people.


1a Volcano chasers

Vocabulary

Volcanic eruptions

- 1  Listen and say. Use the picture and the captions to tell the class what happens when a volcano erupts.

Listening & Reading

- 2 a) Read the title of the text, the introduction and the first sentence in each paragraph. What is the text about?
 Listen, read and check.

Check these words

volcano, erupt, grab, heat, burn, lava flow, ground is shaking, deafening roar, take off, acid, flaming hot lava, freelance, stunning photograph, in high demand, dedicated, dormant volcano, steam, block the view, mystify, be worth it, be on the scene, spectacular shot, lava fountain, jet of lava, shoot up, shelter, boulder, take precautions, poisonous gas, sharp, admit, matter of survival

In the Heat of the Moment

When a volcano erupts, most people want to get as far away as possible, as quickly as they can! German engineer Martin Rietze, on the other hand, grabs his camera and tries to get as close as he can and stay alive at the same time!

He's so close that he can feel the heat burning his face even through his gas mask. The lava flow is about a metre away and it's getting closer every second. The **ground** beneath his feet is **shaking** and there is a deafening roar like a plane taking off. He can't stay this close for too long because the gases and acids will destroy his camera, but Martin Rietze waits just long enough to see flaming hot lava and ash explode out of the nearby crater – and gets the perfect shot.

Martin is a **freelance** photographer whose stunning photographs of volcanic eruptions are in high demand with newspapers and magazines all over the world. He is one of a small but **dedicated** group of volcano chasers. When a dormant volcano becomes active, they book the first flight to be as near as possible to it, set up camp and wait, sometimes for as long as two weeks. It takes a lot of patience as a volcano can erupt at any time, night or day, and clouds, fog and steam often **block** the view. The final results though, like Martin's shots of volcanic lightning – a phenomenon that still **mystifies** scientists – are definitely worth it!

When the Eyjafjallajökull volcano in Iceland erupted in 2010 and ash clouds closed airspace over Northern Europe, Martin was already on the scene for some of his most spectacular shots. After spending three sleepless nights in freezing temperatures, Martin got within three feet of the lava flow and even took photos of lava fountains – jets of lava that shoot up as high as a thirty-storey building! He didn't get any sleep because the volcano was throwing out rocks the size of cars, so for most of the time he was **sheltering** behind a large **boulder**!

Martin says that he's had more accidents when mountain climbing than volcano chasing, but that doesn't stop him from taking **precautions** because this is a job where safety is a priority. Goggles and a gas mask provide protection from poisonous gases, but gloves are just as important because fresh lava can be as sharp as a knife. Volcano chasing is quite risky. As Martin admits, "One has to know when it is safe to come near and when it is a matter of survival to stay away – sometimes many kilometres away!"

Ash and gas fly up into the atmosphere.

Rocks and lava erupt out of the crater.

Lava pushes through vents in the side of the volcano.

- b) Now read the text again and for questions 1-5, choose the best answer A, B, C or D. Justify your answers.

- 1 Martin Rietze can't stay near a volcano for a long time because ...
 - A it's bad for his equipment.
 - B he can't stand the heat.
 - C it's too loud.
 - D it's dangerous for his health.
- 2 Volcano chasers have to be ...
 - A very active.
 - B talented scientists.
 - C patient.
 - D freelancers.
- 3 When the Eyjafjallajökull volcano erupted, it was difficult for Martin to ...
 - A get a flight to Iceland.
 - B find somewhere to stay.
 - C get close enough to take good photos.
 - D protect himself from flying rocks.
- 4 It seems that Martin ...
 - A doesn't take enough safety precautions.
 - B understands the risks he's taking.
 - C often gets injured.
 - D underestimates the dangers of volcano chasing.
- 5 Martin suggests that ...
 - A he sometimes takes photos when he knows it's too dangerous.
 - B volcano chasing is for anyone.
 - C volcanoes aren't as dangerous as people think.
 - D a volcano is sometimes too dangerous to photograph up close.

- 3 Match the words in bold in the text to their synonyms. What part of speech is each? *rock, earth, devoted, puzzles, moving up and down, not employed by others, prevent you from seeing, hiding, safety measures.*

- 4 Use words from the **Check these words** box in the correct form to complete the sentences.

- 1 The 3300 ft Chilean Chaiten v..... e..... last Thursday for the first time after thousands of years of causing earth tremors.
- 2 The d..... r..... scared people who hurried to evacuate the area.
- 3 The d..... v..... awoke after 9,000 years of silence.
- 4 P..... g..... caused breathing problems for residents.
- 5 F..... h..... l..... started flowing down the volcano.
- 6 Clouds of steam and ash b..... the v..... for miles, making it difficult to see.

Grammar Tense revision

see pp.
GR 1-4

- 5 Put the verbs in brackets in the *present simple, present continuous, past simple, past continuous* or the *present perfect*. Give reasons.

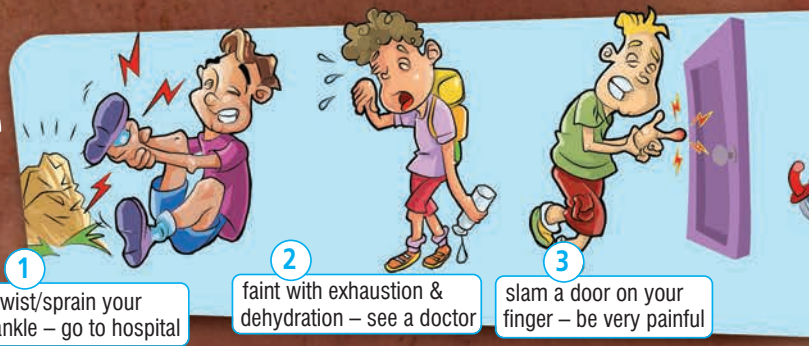
- 1 John (trip) and (cut) his knee as he (walk) up the volcano.
- 2 Martin (not/reach) the crater yet.
- 3 Look at the volcano. Huge rocks (explode) out of the crater!
- 4 They (go) volcano surfing tomorrow.
- 5 Luke often (go) mountain climbing.
- 6 We (leave) for Chile next Monday.
- 7 People (look) at the volcano as lava (flow) down during the eruption last night.

- 6 Use the adverbs to make sentences about you: *every day, last week, at this time last Monday, ago, yet, now, for a month, already, since last weekend.*

Speaking & Writing

- 7 **THINK!** Imagine you are Martin Rietze and you are close to an erupting volcano. What has happened? What can you hear and see? How do you feel? In three minutes, write a few sentences on the topic. Read them to the class or your partner. Start like this: *The volcano has just erupted. I can hear ...*

1b Amazing escape



1 twist/sprain your ankle – go to hospital

2 faint with exhaustion & dehydration – see a doctor

3 slam a door on your finger – be very painful

Vocabulary Accidents & injuries

- 1 a) Listen and say.
b) Have you ever had any accidents similar to these? Tell the class what happened.

I once slammed a door on my finger at home. I had to go to hospital.

Check these words

remote, canyon, sacrifice, climbing gear, first aid kit, crack, disaster struck, boulder, trap, canyon wall, struggle, get free, chip away at, exhaustion, dehydration, delirious, blunt penknife, administer first aid, be missing, notify authorities, rescue crew, live life to the fullest, prosthetic arm, motivational speaker, disabled athlete, troubled teenager, desperate struggle, loved ones

Reading

- 2 a) Look at the picture and read the title and the introduction. What sacrifice do you think Aron had to make? Read to find out.

Trapped!

When 27-year-old Aron Ralston set out to climb in the **remote** Blue John Canyon in Utah one Sunday in May 2003, he had no idea that he would have to make an incredible sacrifice to stay alive.

Aron had gone climbing alone many times before, only this time, he hadn't told anyone where he was going and he didn't even take his mobile phone. Apart from his climbing gear, Aron carried only a backpack containing a small first aid kit, a knife, a video camera, one litre of water, and a few snacks. **1**

Aron had been climbing all day and was about to stop, but as he was crossing a 1-metre wide **crack** in the canyon, disaster **struck**; a 365-kilo boulder moved and trapped his arm against the canyon wall. **2** There was no way he could move.

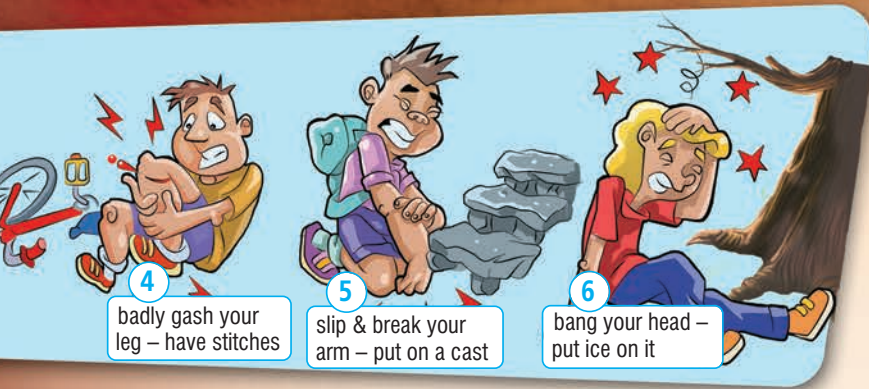
At first Aron hoped that help would arrive, but nobody came. He **struggled** to get free, and using his penknife, tried to chip away at the boulder without success.

3 Aron used his video camera to keep a video diary and then to record a goodbye message to his parents. Fighting exhaustion and **dehydration**, Aron became more and more **delirious**.

On the fifth day, Aron reached a decision to do the one thing – the only thing – that could save his life: to cut off his own arm. **4** He used his

body weight to **bend** his arm until he felt it break. Then, using his blunt penknife, he slowly cut through his arm. The whole **procedure** took an hour. He administered first aid to himself, then he fixed a rope to the rock and climbed down nearly 21 metres to the canyon floor. After hiking 8 km, he came across a Dutch family who gave him water and helped him to walk on. Meanwhile, Aron's friends and family had realised he was missing and **notified** authorities who found out Aron had used his credit card to buy groceries in Moab, Utah. When a rescue helicopter crew finally spotted him, the rescuers were amazed to see Aron walking back to his truck. He hardly needed them to rescue him!

5 With his prosthetic arm, he has become a better climber than before his accident. He also works as a **motivational** speaker, helping disabled athletes and troubled teenagers. In 2010, a blockbuster film came out about his experience called *127 hours*, the exact amount of time he spent trapped. Aron still revisits Blue John Canyon to remember his desperate struggle to survive and return to his loved ones.



4 badly gash your leg – have stitches

5 slip & break your arm – put on a cast

6 bang your head – put ice on it

Grammar see p. GR 4
Past perfect & past perfect continuous

b) Read the text again. Match the sentences (A-F) to the gaps (1-5). There is one extra sentence.

- A It crushed Aron's arm so tightly he could only feel his fingertips.
- B If he didn't rescue himself now, he wouldn't have the strength to do it later.
- C It was a struggle for him to get free.
- D Aron hasn't let his accident stop him from living life to the fullest.
- E He felt sure he would be back before nightfall.
- F Four days and freezing cold nights passed with Aron in terrible pain and surviving on just sips of water and pieces of chocolate.

c) Match the highlighted words with their meanings: *tried hard, twist, inspiring, informed, far, hit, mad, gap, loss of water, process.*

3 Complete the summary using words/phrases from the **Check these words** box in the correct form.

Aron Ralston, an experienced climber, went on a trip into the remote Blue John 1)
 He hadn't told anyone where he was going and he only had a knife, a small 2), a video camera and a few snacks with him. Unfortunately, 3) while he was crossing a three-foot-wide crack in the canyon. A 4) slipped and trapped his arm against the canyon wall. He 5) to get free, but he couldn't. He was trapped for five days and he suffered from 6) and 7) He decided to cut off his own arm using a 8) to free himself. Meanwhile, his family had 9) who managed to find him walking to his truck. Today, he has a 10) that helps him lead a normal life.

4 Read the theory and find examples in the text in Ex. 2.

We use the **past perfect** (had/hadn't + past participle) for an action that happened before another action in the past. *He **had left** before she arrived.*

Time expressions: before, after, until, by the time, already, yet

We use the **past perfect continuous** (had/hadn't + been + verb -ing) for an action that had been happening for a period of time before another action in the past. *She **had been waiting** for ten hours before help arrived.*

Time expressions: for, since

We can use the past perfect or the past perfect continuous for an action which finished in the past and whose results were visible in the past. *They were very happy because they **had managed** to reach the top of the mountain. He was very tired. He **had been hiking** all day.* (emphasis on duration)

5 Put the verbs in the **past perfect** or the **past perfect continuous**.

- 1 By the time we arrived at the canyon, it (stop) snowing.
- 2 Jane's feet were aching because she (walk) since early that morning.
- 3 Most people (leave) before the volcano erupted.
- 4 Simon got lost because he (not/take) a map with him.
- 5 Julia and Amy were soaking wet because they (hike) in the rain.

6 Use the phrases to make sentences. Put the verbs in bold in the **past perfect** or the **past perfect continuous**. Use the adjectives in the phrases to talk about you.

- 1 Jeff/happy – win first prize; 2 Lucy/tired – work/all morning;
- 3 Betty/sad – fail the test; 4 they/exhausted – dig the garden/all day; 5 Mark/thrilled – graduate from college

I was happy because I had passed my test. I was tired because ...


Speaking & Writing

7 Listen and read the text. Imagine you are interviewing Aron for a TV show. Prepare questions and answers. Present your TV interview to the class.

TV Presenter: Aron, great to have you on the show! Now, was this the first time you had gone climbing alone? etc

8 **THINK!** Did Aron's decision surprise you? Why? Do you agree with his decision? In three minutes, write a few sentences. Tell your partner or the class.

1c Culture Corner

1 How do you think Hurricane Katrina affected New Orleans?
 Listen and read to find out.

2 Read again and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading. Compare with your partner. Which words helped you decide?


- A Surrounded by water
- B Gathering strength
- C Collapsing buildings
- D Moving on
- E The birth of the storm
- F Help at last
- G An awful situation

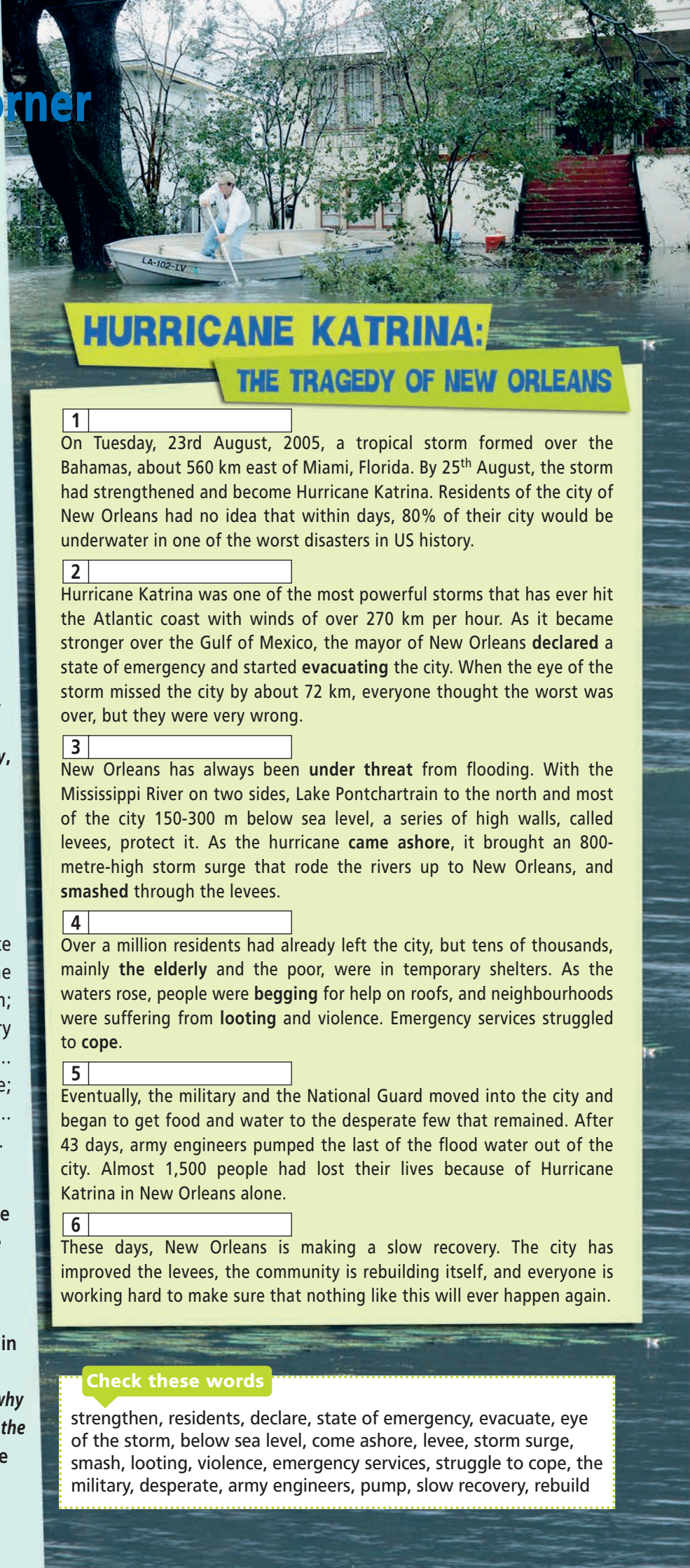
3 Match the words in bold with their meanings: **broke, manage, moved from the sea to land, sending people to a place of safety, old people, in danger, asking anxiously, stealing, announced.**

4 Fill in: *threat, recovery, beg, declare, shelters, pump, tropical, level, rise, struggle, lose, eye.*

1 storm; 2 a state of emergency; 3 the of the storm; 4 be under from; 5 below sea; 6 in temporary; 7 waters; 8 for help; 9 to cope; 10 water out; 11 their lives; 12 make a slow

5 **THINK!** Imagine you lived through Hurricane Katrina. Use the phrases in Ex. 4 to narrate your experience to the class.

6 **ICT**  Find information about a disaster that happened in your/another country. Find out: *what kind of disaster it was, when/why it happened, what happened, what the situation is now.* Compare it to the disaster in New Orleans.



HURRICANE KATRINA: THE TRAGEDY OF NEW ORLEANS

1

On Tuesday, 23rd August, 2005, a tropical storm formed over the Bahamas, about 560 km east of Miami, Florida. By 25th August, the storm had strengthened and become Hurricane Katrina. Residents of the city of New Orleans had no idea that within days, 80% of their city would be underwater in one of the worst disasters in US history.

2

Hurricane Katrina was one of the most powerful storms that has ever hit the Atlantic coast with winds of over 270 km per hour. As it became stronger over the Gulf of Mexico, the mayor of New Orleans **declared** a state of emergency and started **evacuating** the city. When the eye of the storm missed the city by about 72 km, everyone thought the worst was over, but they were very wrong.

3

New Orleans has always been **under threat** from flooding. With the Mississippi River on two sides, Lake Pontchartrain to the north and most of the city 150-300 m below sea level, a series of high walls, called levees, protect it. As the hurricane **came ashore**, it brought an 800-metre-high storm surge that rode the rivers up to New Orleans, and **smashed** through the levees.

4

Over a million residents had already left the city, but tens of thousands, mainly **the elderly** and the poor, were in temporary shelters. As the waters rose, people were **begging** for help on roofs, and neighbourhoods were suffering from **looting** and violence. Emergency services struggled to **cope**.

5

Eventually, the military and the National Guard moved into the city and began to get food and water to the desperate few that remained. After 43 days, army engineers pumped the last of the flood water out of the city. Almost 1,500 people had lost their lives because of Hurricane Katrina in New Orleans alone.

6

These days, New Orleans is making a slow recovery. The city has improved the levees, the community is rebuilding itself, and everyone is working hard to make sure that nothing like this will ever happen again.

Check these words

strengthen, residents, declare, state of emergency, evacuate, eye of the storm, below sea level, come ashore, levee, storm surge, smash, looting, violence, emergency services, struggle to cope, the military, desperate, army engineers, pump, slow recovery, rebuild

	Channel 1	Channel 2	Channel 3
5.30	Backyardigans – children's programme	The Simpsons – cartoon	Jamie's 30-minute Meals – cooking programme
6.00	The Bold and the Beautiful – soap opera	2 Wild! – wildlife programme	Sportsline – sports programme
6.30	The Daily Show – talk show	Hurricane Katrina – documentary	How I Met your Mother – sitcom
7.00	American Idol – talent show	Big Brother – reality show	Deal or No Deal – game show
8.00	News & Weather	Grey's Anatomy – hospital drama	CSI: New York – police drama



4 Find sentences in the dialogue which mean: *Actually, I'm enjoying it. – Is there another option? – I think I'd enjoy that. – No problem.*

Intonation: echo questions

5 Replace the underlined words with *what, how much, how long, or what time.*

👂 Listen and check. Listen again and say.

- 1 He's watching a horror film.
He's watching a what?
- 2 It's a documentary about floods.
- 3 The film's on at 10 o'clock.
- 4 He's paid \$10,000 a show.
- 5 *The Simpsons* have been running for over 20 years.

Speaking

6 🗣️ It's 5:50. Decide what to watch on TV. Use the sentences in Ex. 2 and the TV guide to act out your own dialogue. Follow the plan.

1 Look at the TV guide. Which are your favourite/least favourite TV programmes? Why? Use the adjectives/phrases *boring, interesting, educational, funny, relaxing, exciting, thought-provoking, silly, predictable, a waste of time*, and your own ideas and tell your partner.

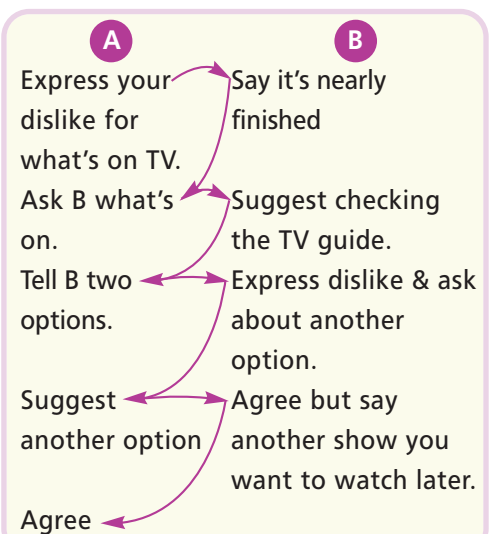
I enjoy documentaries because I find them interesting and educational, but I hate ...

2 🗣️ Listen and say. Pay attention to the intonation.

- What are you watching this for? • It's nearly finished.
- What's on later? • Why don't you look in the TV guide?
- I like the sound of that. • Isn't there anything else on?
- As long as we can change the channel at 8. • That's fine with me!

3 🗣️ Listen and read the dialogue. What do Andy and Becky decide to watch on TV? What TV show starts at 8?

Andy: What are you watching this for? Documentaries are boring!
 Becky: I happen to find it interesting. Anyway, it's nearly finished.
 Andy: What's on later?
 Becky: I don't know. Why don't you look in the TV guide?
 Andy: OK. Well, after this there's a reality show on Channel 2 or a game show on Channel 3.
 Becky: I can't stand game shows and I don't like reality shows either. Isn't there anything else on?
 Andy: American Idol is on Channel 1. We can watch that.
 Becky: What is it?
 Andy: It's a talent show.
 Becky: OK. I like the sound of that! As long as we can change the channel at 8. I want to see CSI.
 Andy: OK. That's fine with me!

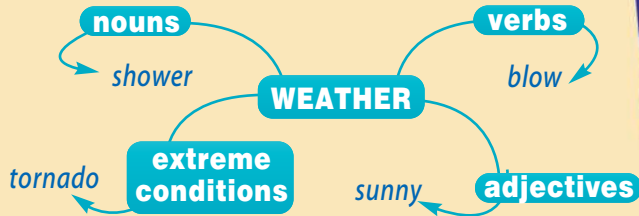


1e Weird weather

Vocabulary

Weather phenomena

- 1 In three minutes, complete the word map with as many words as you can. Compare with your partner.



- 2 **THINK!** Close your eyes and listen to the music and sounds. What is the weather like? What can you hear, see, feel, smell? Tell the class.
- 3 Listen and say. Have you heard of any of these phenomena? Which can you see in the pictures?

- raining animals • giant hailstones • pink snow
- red rain • a never-ending lightning storm
- ball lightning • a fire tornado • blue moon
- a moonbow (lunar rainbow)

Reading & Listening

- 4 Read the title of the text and the subtitles. Which of the weather phenomena are they about?

Listen and read to find out.

- 5 a) Read again and mark the sentences T (true), F (false) or DS (doesn't say). Justify your answers.

- 1 It rains a lot in Catatumbo, Venezuela.
- 2 It's possible that the Catatumbo lightning is helping the Earth.
- 3 Ball lightning appears for longer than normal lightning.
- 4 Fire tornadoes can happen when a fire is very hot and it's windy.
- 5 They don't happen very often.
- 6 The rain of fish is a new phenomenon.
- 7 Strong winds probably cause it.

- b) Match the highlighted words with their meanings: *continuously, turn quickly, caused, repair, happens, surprised, wonder, destructive.*

Strange weather we're having!

Most of us are interested in the weather forecast; do we need to wrap up warm today or take an umbrella or our sunglasses when we go out? But imagine if you heard that a never-ending lightning storm was on its way, or a shower of animals! This might sound crazy but, believe it or not, these kinds of weird weather phenomena actually happen ...



Heavy weather

Some people are used to extreme weather conditions.

This is the case for those who live in the area where the Catatumbo River meets Lake Maracaibo and has dark clouds covering it most of the year. For centuries, these clouds **constantly** crash into each other and cause **violent** lightning storms that can last up to ten hours and occur between 140 and 160 nights a year. They call it 'the never-ending lightning storm'. However, every cloud has a silver lining; this lightning activity produces nitrogen oxide which probably helps to **restore** the ozone layer. Another kind of rare lightning is ball lightning. This is a ball of brightly coloured light which usually **occurs** during thunderstorms but lasts longer than a lightning bolt. Sometimes the ball even explodes and leaves behind a smell, but the true cause of this phenomenon is a mystery. One sighting hit the news in 1984 when ball lightning entered a Russian aircraft, flew above the shocked passengers, travelled through the aircraft and passed silently out again leaving two holes in the plane.

- 6 Complete the sentences using words from the **Check these words** box in the correct form.

- 1 According to the it will rain this evening.
- 2 If you are out in a, never take shelter under big trees.
- 3 The devastating tsunami in Japan made , shocking people everywhere.
- 4 Most tornadoes in the northern hemisphere in the opposite direction to the hands of a clock.
- 5 A broke out causing the whole area to flood.
- 6 Scientists are working hard to the ozone layer before it is too late.

B Fire from the sky

We're all used to hearing about tornados, but imagine if a tornado was a whirling fire storm instead of a wind storm. A fire tornado or a 'fire devil' can happen when high temperatures from a wildfire mix with strong winds. They are usually about 300-450 metres high, but they can sometimes reach 1.6 km in height! A fire tornado made world news in 2010 in Brazil when **astonished** motorists watched one **spin** and burn its way through fields by a highway. In 1923, the Great Kanto Earthquake in Japan **ignited** the largest fire tornado in history, killing 38,000 people in 15 minutes. Luckily, fire tornados are very rare.

C A watery tale

Have you ever heard the saying, 'it's raining cats and dogs'? Well, what about frogs, fish, jellyfish or even snakes? Believe it or not, there have been many stories throughout history of it raining animals. One explanation is that strong winds or a tornado could pick them up and drop them far away. The rain of fish has been happening every summer in the region of Yoro, Honduras, for over a century. Witnesses say that there is usually a violent storm, then afterwards there are hundreds of living fish on the ground which people take home, cook and eat! Many local people believe that this is a **miracle**, but some scientists disagree; they believe that the fish are from underground rivers and that the storms somehow bring them up above ground.

Study skills

Idioms

Learning idioms improves your ability to read in English and understand colloquial conversation. Compare idioms in the English language to idioms in your language. This will help you remember them.

Weather idioms

- 7 a) Match the idioms (1-5) with their meanings (A-E). Are there similar ones in your language?

- 1 raining cats and dogs
- 2 every cloud has a silver lining
- 3 fair-weather friend
- 4 in a fog
- 5 is under the weather

- A however bad the situation is, something positive always comes from it
- B confused, puzzled
- C someone who is only around when things are good
- D pouring with rain
- E feels a bit ill

Check these words

weather forecast, wrap up warm, never-ending, lightning storm, weather phenomena, constantly, crash into, violent, silver lining, nitrogen oxide, restore, ozone layer, occur, whirling, temperature, wildfire, make world news, astonished, spin, ignite, rare, region, witness, violent storm, miracle, underground river, above ground

- b) Use the idioms to complete the gaps.

- 1 Take your big umbrella with you. It is outside!
- 2 Go help Bill. He's..... !
- 3 Jane always leaves when there's a problem, she's such a
- 4 I found a new job that I like better after losing my old one. You see,
- 5 Jill today. She's got a cold.

Speaking & Writing

- 8 Tell your partner four things you have learnt from the text.

- 9 **THINK!** Imagine you have experienced one of the weird phenomena in the texts. In three minutes, write about your experience and feelings. Tell the class. Start like this: *I'm in the region of Yoro, Honduras. It has been raining since morning. Right now it's ...*

1 f Disasters

Vocabulary & Reading

- 1 a) Read the headlines and fill in: *CLOSED DOWN, WASHES AWAY, RUNNING WATER, UNDERSEA, STRIKES, FORCE, EVACUATED.*
- 🔊 Listen and check. Say the headlines in your language.

**MASSIVE 1)
EARTHQUAKE 2)
OFF THE COAST OF JAPAN**

**10-METRE TSUNAMI
3) HOUSES & CARS**

**4) OF JAPAN QUAKE
MOVES ISLAND BY 2.4 METRES**

**NUCLEAR POWER STATIONS IN QUAKE
AREAS 5)**

**HALF A MILLION JAPANESE 6)
THEIR HOUSES & 1.4 MILLION WITHOUT
7)**

- b) Use the headlines to tell the class what you think happened in Japan in March 2011.

In March 2011, an undersea earthquake struck off the coast of Japan. Soon after, ...

- 2 Write down three questions you would like to ask about this disaster then read the text. Can you answer your questions?

The Day the Earth *MOVED*

On 11th March, 2011, at 14:46 local time, an undersea earthquake struck off the northeastern coast of Japan. The force of the earthquake, the most powerful in Japan's history, **triggered** a devastating tsunami. **1** The world faced a **partial** nuclear meltdown and the planet moved on its axis, shortening the length of every day by 1.8 milliseconds. It was a terrible national tragedy that the country will need a great deal of time to recover from.

In the days before the main earthquake, Japan had experienced quite a few foreshocks, some of which exceeded magnitude 7, but nothing could prepare the nation for the main shock, a magnitude 9 quake. It was strong enough to be felt hundreds of kilometres away in Tokyo where buildings shook violently and many office workers ran out onto the streets terrified. **2** Much worse was yet to come as the authorities issued a tsunami warning.

Frantic residents headed for high ground, rooftops or upper floors of buildings. Soon after, a wall of water, 10 m high in some places, rolled across the Pacific Ocean and crashed into the coast. **3** One giant wave even crashed through an airport in Sendai, leaving 1,300 people **stranded** on the upper floors. The waters reached up to 10 km inland before heading back out to sea, now loaded with debris and leaving a **swamp-like** landscape of landslides and mud. TV viewers couldn't believe their eyes as these scenes were broadcast around the world.

By this time, many areas were without electricity as pylons had **crumbled** which caused a major disaster at Japan's nuclear power stations. **4** The government immediately ordered an evacuation of hundreds of thousands of residents. Explosions rocked the plant as courageous technicians struggled to control the damage and prevent a nuclear meltdown.

Over the next few days, a large number of aftershocks continued to shake Japan, causing plenty of problems for rescue teams as they raced to find survivors. Several countries sent relief workers and the world held its breath while it waited to see how the tragedy would end. **5** Over 15,000 people died that day and thousands more were missing. Several amazing tales of survival came to the attention of the world's press, though. A 4-month-old baby girl was pulled alive from the **rumble** four days after the earthquake. A man was found **clinging to** his rooftop as it was floating 14 km out at sea 2 days after the tsunami. And there was the Japanese student in California, desperate for news of her lost family, who found them on a YouTube news clip. It showed her sister holding up a sign and sending a desperately-needed message of hope across the world: "We all survived."

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Check these words

strike, devastating, nuclear meltdown, axis, foreshock, exceed, shake, epicentre, authorities, warning, head for, roll across, crash into, loaded (with), debris, landslide, mud, pylon, evacuation, explosion, courageous, technician, struggle, aftershock, relief worker, desperate, collapse, rip apart, blaze, force, sweep away, inland, slam into

3 Read the text again. Five sentences are missing. Match each sentence (A-F) to a gap (1-5). There is one extra sentence.

- A Closer to the epicentre, buildings collapsed, roads and railways were ripped apart and fires blazed.
- B The evacuation zone around the nuclear power plant was soon increased to 20 km.
- C Many thousands of people lost their lives and roads, buildings and entire villages were swept away.
- D Sadly, there were hardly any survivors.
- E Without power, the cooling system at the Fukushima No. 1 Plant failed.
- F It washed away houses and cars and hurled ships far inland, carrying them along and slamming them into whatever lay in their path.

4 Match the highlighted words with their meanings: *holding on tightly, panicked & frightened, broken into small pieces, started, incomplete, unable to leave, pieces of bricks, stones & other materials, very wet, violently threw.*

Grammar
Quantifiers

see pp.
GR 4-5

5 a) Write C (countable), U (uncountable) next to each word.

- 1 not any C/U, few, many, a few, most
- 2 not many, some, a lot of, too many
- 3 little, too much, very little
- 4 not much, lots of, a little

b) Choose the correct words. Explain your answers, then make sentences using the other words.

- 1 Were there any/some aftershocks after the earthquake?
- 2 Rescue workers found very few/little survivors in the rubble.
- 3 A lot of/Much people lost their loved ones in the earthquake.
- 4 There was only a little/a few water left.
- 5 Most/Too much people in the town didn't have some/any electricity after the earthquake.
- 6 There wasn't much/many hope of finding any/some survivors in the burning building.

6 Read the sentences. Which phrase is not possible in each sentence? Which can be followed by: a countable, uncountable noun? Find more examples in the text in Ex. 2.

- 1 There was a large amount of/a great deal of/a number of/plenty of rain in the days after the earthquake.
- 2 He heard quite a lot of/quite a few/a little/plenty of amazing survival stories after the disaster.
- 3 There were no/hardly any/any/a small number of survivors.
- 4 Much/A large number of/Several/A couple of nuclear power plants were damaged during the earthquake.
- 5 All/Several/Every/Each of them had lost their homes.

7 Fill in: *the whole of, both, neither, either, none.* Check in the Grammar Reference section.

- 1 Anna nor Steve were in Japan when the earthquake struck.
- 2 Sadly, the tsunami and the earthquake caused terrible damage.
- 3 the world was shocked.
- 4 we leave now or wait until they come.
- 5 Lots of people were in the building when the fire broke out, but fortunately of them got hurt.

8 Make sentences based on the text using: *the whole of, a large amount of, hardly any, most people, little hope, a few.*

Speaking & Writing

9 **THINK!** Listen and read the text. Imagine you were in Japan on the day of the earthquake and tsunami in March 2011. Where were you? What did you see and hear? How did you feel? In a few minutes, write a few sentences. You can use the headlines in Ex 1a. Tell your partner or the class.

10 Draw a picture or find pictures to raise awareness of the victims of the disaster in Japan. Present it/them to the class.

1g Skills



- 1 rail accident
- 2 landslide
- 3 flood
- 4 factory explosion
- 5 road accident
- 6 plane crash
- 7 severe/freak storm
- 8 environmental disaster
- 9 tsunami
- 10 earthquake
- 11 war
- 12 avalanche

Vocabulary Disasters

A TRAIN COLLISION INJURES 50

B Violent Tremors Hit Capital City

C Oil Spill Blackens Coast

D 20 SURVIVORS RESCUED FROM AIRCRAFT

E Dangerous Blast At Chemical Plant

F CITY CENTRE BUILDINGS DAMAGED BY HURRICANE

G Rising River Waters Close Roads

H Side Of Mountain Collapses Onto Homes

1 a) Listen and say the types of disasters. Which are: *natural? influenced by man?* Which can you see in the pictures?

b) Which accident/disaster (1-12) best matches each of the headlines (A-H). Which words helped you decide?

2 a) Listen to some people describing the disasters in the pictures 1-4. Match the descriptions A-D to the disasters 1-4.

b) Choose a picture and describe it to your partner in as much detail as possible.

Speaking

Giving bad news & reacting

3 Use the headlines in Ex. 1b and the language in the box to make exchanges, as in the example.

Giving bad news	Reacting
• Did you hear? There's been ...	• It's awful, isn't it?
• Did you see/hear about the ... on the news?	• Oh no! That's awful/terrible!
• Have you heard?	• Really? How horrible!
• Guess what happened!	• I don't believe it!
• You'll never guess what's happened!	• That's so sad/depressing, etc.
• Look at this!	

A: *Did you hear? There's been a major train crash and 50 people have been injured.*

B: *It's awful, isn't it?*

Listening

4 You'll hear a radio news report. For questions 1-5, listen and tick (✓) *T* (true) or *F* (false).

- 1 The train crash happened at lunchtime.
- 2 No one died in the accident.
- 3 The reason for the lights' failure isn't known yet.
- 4 The flood is due to a burst water pipe.
- 5 The town suffered a worse flood last year.

T	F

5 Choose a disaster which was in the news last month. Prepare a short news report for the local TV station. Talk about: *place, date, event, what happened.*

1 What do you know about tsunamis? What else would you like to know? Write down three questions.
 🎧 Listen and read to see if you can answer your questions.

2 Read and match the subheadings (A-G) to the paragraphs (1-6). There is one extra heading.


- A A frequent phenomenon
- B Happening one after the other
- C High tide
- D Deadly power
- E A sudden movement
- F Less by degree
- G Below the surface

3 a) Complete the sentences with words/phrases from the **Check these words** box.

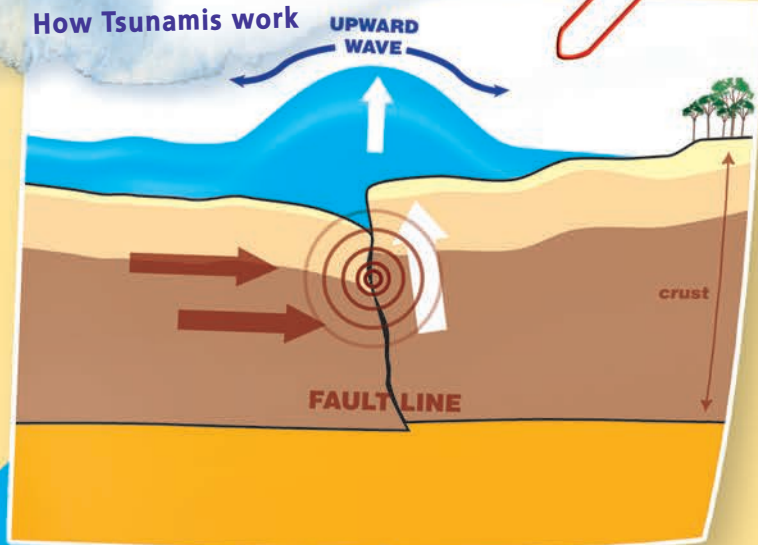
- 1 A tsunami can be caused by a(n) underwater.
- 2 When the Earth's move suddenly, an earthquake happens.
- 3 A tsunami is similar to throwing a(n) into a lake, but on a much larger
- 4 When the water reaches the and comes it destroys everything in its
- 5 A tsunami can buildings and destroy ecosystems.

b) Match the words in bold with their meanings: *small stone, rockfall, pushed, first, long crack in the surface of Earth, force, proportion, moves like waves, enormous.*

4 Tell your partner four things you have learnt about tsunamis.

5 ICT  Collect more information about tsunamis. Use the key word: **tsunami** Present your information to the class.

How Tsunamis work



Tsunami: A wave of disaster

1

A tsunami is a large wave that travels at great speed towards land. They are usually caused by an undersea earthquake, but they can also happen after a large undersea **landslide** and an underwater volcanic eruption.

2

When an undersea earthquake happens, the Earth's tectonic plates move suddenly downwards or upwards. This usually happens on a **fault line** and one plate slides below the neighbouring plate causing a large amount of water to be **forced** upwards.

3

This water forms a wave. Just like when you throw a **pebble** into a lake, the water **ripples** outwards. It is the same with a tsunami, but the water doesn't stop moving until it reaches land.

4

As the wave moves towards the land, it increases in speed and strength. Not all tsunamis are giant waves when they hit the shore, though. Many of them come inland as a strong and fast tide. However, the **impact** of the water often destroys everything in its path.

5

After the **initial** tsunami hits land, there are often other waves following it, that can be just as big, which slowly get smaller over time. The same as the ripples from the pebble mentioned before, but on a much larger **scale**.

6

Water is a very powerful force and can cause **tremendous** damage. As well as the loss of life that a tsunami can cause, it can flatten buildings and trees and destroy whole ecosystems.

Check these words

speed, undersea landslide, volcanic eruption, tectonic plates, fault line, slide, force, pebble, ripple, outwards, shore, come inland, fast tide, impact, in its path, initial, on a larger scale, tremendous damage, loss of life, flatten, ecosystem

1 Writing

A story

Writing Tip

Writing stories

Stories can be about real or imaginary situations. They can be in first person (*I, we*) or third person (*he, she, they*). Before we start writing a story, we first decide on the type of story, the main characters and the plot.

In the **first paragraph**, we set the scene (when/where it happened, main characters, weather, what happened first).

In the **main body paragraphs**, we describe the events in the order they happened leading to the climax event (the main event), and the main event.

In the **final paragraph**, we write what happened in the end and how the character(s) felt.

We normally use **past tenses** and **time linkers** (*as, when, after, later, while, suddenly, finally*, etc.) to help the reader follow our story. We can also use a **variety of adjectives and adverbs** and **direct speech** to make our story more interesting to the reader.

Study skills

Understanding rubrics

To plan your piece of writing you need to understand the rubric as it contains information on the imaginary situation, the imaginary reader which will help you decide what style you will write in, the type of writing and any specific details.

- 1 Read the rubric and look at the key words in bold. Answer the questions.

A travel magazine has asked its readers to send short stories describing a **nasty holiday experience they had**. The best story wins a three-day visit to London. Write your story for the competition (120-180 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What should your piece of writing be about?
- 4 How many words should you write in?
- 5 Will your narrative be in the first person or the third person?

- 2 Read the story and answer the questions.

- 1 How does the writer set the scene?
- 2 What is the climax event?
- 3 What happened in the end?
- 4 How did the characters feel?

The RUNAWAY Train

By John Brown

During my summer holiday, my friend James and I were travelling across the USA. One day, we decided to take a journey on a steam train which became a thrilling adventure. Little did we know that we were in for a terrifying experience.

We had been enjoying the smooth ride when something went terribly wrong. We had just come out of a tunnel and we were slowly making our way down a hill when suddenly there was a loud screeching noise. Then, instead of slowing down we began to speed up.

People started screaming frantically. As we all held onto our seats, the train started rocking dangerously from side to side. A man got out of his seat and ran quickly to the front of the train. A few minutes later, the train began to slow down. Soon after that, we pulled into the next station and we all got up anxiously to see what had happened. It seems the driver had hit his head and fallen unconscious.

Luckily, the passenger had got there in time to slow down the train and save the day. We were relieved to hear that no one had been hurt and that the driver was well.

- 3 Put the events in the order they happened. Compare with your partner.

- | | |
|----------------------------|--------------------------------------|
| <input type="checkbox"/> A | We heard a screeching noise. |
| <input type="checkbox"/> B | We pulled into the next station. |
| <input type="checkbox"/> C | James and I went on a train journey. |
| <input type="checkbox"/> D | A man ran to the front of the train. |
| <input type="checkbox"/> E | The driver hit his head. |
| <input type="checkbox"/> F | The train began to speed up. |
| <input type="checkbox"/> G | The train started to slow down. |
| <input type="checkbox"/> H | The driver was well. |

- 4 Which adjectives has the writer used to describe the following?

- | | |
|-----------|---------------|
| 1 | 2 ride |
| adventure | 3 noise |

5 Write the adverbs the writer has used to describe the following:

- 1 making our way
- 2 screaming
- 3 train rocking
- 4 ran
- 5 we got up

6 Fill in the sentences with a suitable adjective or adverb from the list.

- deafening • dark • rapidly
- carefully • terrified • violently
- massive • heavy

- 1 The thunder was and the windows were shaking
- 2 I felt absolutely when I saw the wave rushing towards us.
- 3 clouds filled the sky as the rain poured down.
- 4 Simon drove across the bridge.

7 Fill in: *suddenly, before, and then, eventually, as soon as, while, and.*

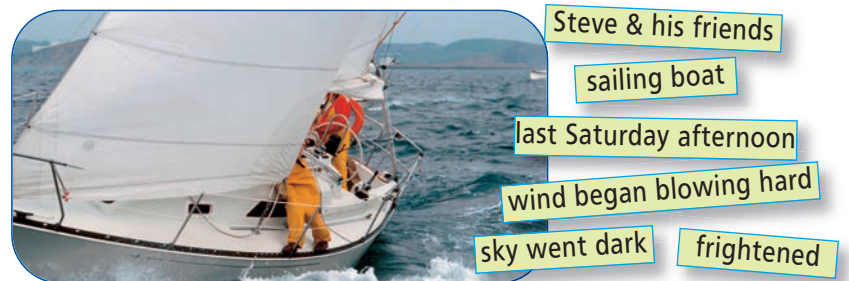
1) we reached London, we looked for somewhere to spend the night. 2) we came across a small nice "Bed & Breakfast" hotel. 3) we were waiting at the reception, a young man entered. He looked at us coldly then disappeared in the lift without saying a word. 4) we heard a scream. Minutes later the young man came down the stairs. He looked very scared 5) his hands were shaking. 6) we said a word he grabbed my hand and said, "I saw him. He is in my room waiting for me. Please, help me." 7) he fainted.

Study skills

Setting the scene

When we write a story we start by setting the scene. To do so, we imagine we are looking at a picture and try to describe the place (*where*), the time (*when*), the weather, the people involved (*who*), and what happens. We can use our **senses** to make the descriptions more vivid. We can describe what we **see** (e.g. *a cute dog*), **hear** (*barking*), **feel** (*soft grass*) or **smell** (e.g. *the scent of orange trees*).

8 Look at the picture and use the prompts to set the scene. Start with the sentence given.



Steve & his friends

sailing boat

last Saturday afternoon

wind began blowing hard

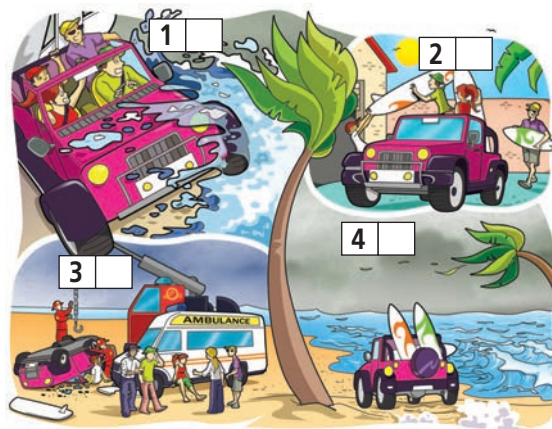
sky went dark

frightened

Steve could never expect his weekend trip would end like this.

9 Put the pictures in the correct order to make the outline of a story.

🔊 Listen and check.



10 A magazine has asked its readers to send in stories (120-180 words) about a nasty experience. Use the pictures in Ex. 9 to write the story. Follow the plan.

Plan

- Para 1:** set the scene: characters, when/where, weather (*One hot day, Matt & ... , After they ...*)
- Paras 2/3:** events in order they happened & climax event (*By the time they got ... , Dark clouds ... , All of a sudden, ...*)
- Para 4:** what happened in the end, feelings (*Before long ... Everyone sighed with relief.*)

1 Revision

1 Fill in: *predictable, demand, collapsed, grabbed, fainted, administer, remote, stable, survivors.*

- 33 men were trapped underground when a mine in Chile.
- Annie with exhaustion after walking all day in the hot sun.
- I slipped and John's arm to stop myself from falling.
- The Blue John Canyon is very; no one lives nearby and it's difficult to get to.
- There were five of the plane crash; it's amazing!
- You always know what's going to happen in that soap opera; it's so
- His photographs are in great all over the world.
- The ground beneath us isn't; it's moving all the time.
- It was very difficult for him to first aid to himself.

9x2=18 marks

2 Put the verbs in brackets into the correct present or past tense forms.

- Amy (sleep) when the earthquake happened.
- They (travel) to Iceland next week.
- Billy (go) climbing every weekend.
- Hundreds of people (lose) their lives as a result of the earthquake so far.
- Sam (read) at the moment.
- They (look) at the fire as it was quickly spreading.
- Brian was angry because he (wait) for Hannah for an hour.
- By the time we arrived at the beach, it (start) to pour with rain.

8x2=16 marks

3 Choose the correct item.

- The **all/whole** world joined in to help the victims.
- Both/Neither** Sandy nor Sam went to Japan.
- They had **hardly any/several** money with them.
- A large number of/A great deal of** residents left their houses.
- There was very **few/little** to be done.
- There is **quite a number/plenty** more to come.

6x1=6 marks

4 Choose the correct item.

- The meeting was called **back/off** due to the accident.
- The tsunami travelled **with/at** a great speed.
- No one backed him **down/up** and he was very disappointed.
- He begged **for/in** money to support his family.
- His photos are **on/in** great demand.

5x2=10 marks

5 Match the exchanges.

- | | | | |
|----------------------------|---|---|---|
| 1 <input type="checkbox"/> | Can't we watch CSI? | A | It's nearly finished. |
| 2 <input type="checkbox"/> | Do we have to watch this? | B | I don't like the sound of that. |
| 3 <input type="checkbox"/> | There's a documentary about whales on Channel 2 at 5. | C | Sure, here you are. |
| 4 <input type="checkbox"/> | Did you hear about the landslide? | D | Yes, isn't it awful? |
| 5 <input type="checkbox"/> | Can you pass me the TV guide? | E | OK, but then we're switching over to Channel 3. |

5x4=20 marks

6 Complete the sentences with the correct word derived from the words in bold.

- A storm formed above the islands. (**TROPIC**)
- The earthquake was very (**POWER**)
- The city is making a slow (**RECOVER**)
- Aron helps athletes. (**ABLED**)
- He spent three days in temperatures before they found him. (**FREEZE**)

5x2=10 marks

7 Write a story called 'A lucky escape' (120-180 words).

20 marks

Total: 100 marks

Check your Progress

- talk and write about disasters _____
- talk and write about accidents and injuries _____
- decide what to watch on TV _____
- give bad news & react _____
- write a story _____
- talk about tsunamis _____

GOOD ✓ **VERY GOOD** ✓✓ **EXCELLENT** ✓✓✓

Nightmare at Sea

A life on the ocean promises freedom and adventure. But the “big blue” can also be dangerous and unpredictable.

Read Tami Oldham Ashcraft’s incredible story of loss and survival at sea.

In September 1983, 23-year-old Tami and her fiancé Richard Sharp were preparing to set sail from Tahiti; their task was to deliver the 44-foot luxury yacht “Hazana” across the Pacific to its owners in San Diego. **1** Leaving Tahiti, Tami and Richard enjoyed clear blue skies. What’s more, the weather forecast predicted fine conditions throughout their 31-day journey.

Indeed, it was smooth sailing until day 17, when the dawn broke with gray skies and rain. **2** A small land bird crash-landed onto the deck. The two sailors found it strange that the wind had carried the bird so far from shore. The next day, weather reports warned that a tropical storm – a category 4 hurricane - was developing off the shores of South America. By day 19, the storm was coming closer. During the early hours of the following day, the wind became even stronger

and the waves were dangerous with some reaching 50 feet high – about the height of a five-story building! **3** Then it happened; the last thing Tami remembers is Richard’s scream; suddenly, the boat fell into a huge rolling wave – spinning the yacht 360 degrees and launching it into the air.

27 hours later, Tami regained consciousness. The sea was calm, but there was no sign of Richard. The yacht had taken on over three feet of water. Both its mast and sails had been destroyed. The motor and all the electronics were dead. Without a radio, Tami couldn’t signal for help. **4** There was one saving grace: the yacht’s rudder had survived.

Tami was injured and completely alone. Fighting shock, depression, and fear, she somehow charted a course to the Hawaiian Islands. **5** Her ordeal lasted 41 days and 1,500 miles.

It’s amazing that Tami survived. Nowadays, she continues to sail and has written a book called *Red Sky in Mourning*, telling her story of “love, loss, and survival at sea.”

Reading

- 1 a) ★ Read the text. Five sentences are missing. Match each sentence (A-F) to a gap (1-5). There is one extra sentence.**

- A Richard sent Tami below deck to check the barometer while he remained at the wheel.
- B And then there were the calm days.
- C With only a small supply of canned foods and water left, things seemed hopeless.
- D Both were already experienced sailors.
- E Hour after hour, for as long as she could, Tami steered the boat.
- F Then, the wind became increasingly unpredictable.

- b) ★★ Imaging being Tami reaching land after 41 days. How would you feel?**

Vocabulary

- 2 ★★ Fill in the missing letters.**

- 1 We watch this on TV if we want to know whether to take an umbrella with us.
w _ _ t _ _ _ f _ _ _ _ _ t
- 2 This can happen when high temperatures mix with strong winds.
fire t _ _ _ _ o
- 3 It protects the Earth from the sun’s harmful radiation.
o _ _ _ _ l _ _ _ _
- 4 When someone doesn’t feel well, we say he/she is ...
u _ _ _ _ the w _ _ _ _ _
- 5 Flashes of light in the sky and thunder.
l _ _ _ _ _ _ g s _ _ _ _
- 6 An event that is surprising and unexpectedly good.
m _ _ _ c _ e
- 7 A person who is only around when they need you.
f _ _ r - w _ _ _ h _ _ f _ _ _ _ d
- 8 every bad situation has a good aspect to it.
e _ _ _ y c _ _ _ _ has a s _ _ _ _ r l _ _ _ _ .

Vocabulary

- 1 ★ Fill in: *evacuation, rubble, devastating, epicenter, shook, partial, courageous, collapse, frantic, aftershocks, stranded, triggered.*
- The earthquake destroyed many houses in the area.
 - There was a rush to escape from the burning building.
 - The building was so damaged that the police worried it would
 - The police officer had only a description of the missing boy.
 - Scientists recorded a series of after the strong quake.
 - The underwater earthquake huge tsunami waves.
 - Thousands of people remained after losing their homes in the flood.
 - There are rescue workers who are ready to risk their lives to save others in need.
 - The mayor ordered the of the area after the tsunami warning.
 - The quake was so strong that the building violently from side to side.
 - Rescue workers tried to pull survivors out of the
 - The quake's was in the sea 100 kilometres from the coast.
- 2 ★ Choose the correct word.
- The tsunami **swept/forced** away many houses.
 - The accident **ripped/hurled** the car apart.
 - The hurricane **moved/headed** for the Caribbean island.
 - An earthquake **struck/slammed** off the coast of Chile yesterday.
 - Power plants **closed/crumbled** down after the earthquake hit.
 - The injured child cried and **held/clung** to his mother.
 - The wave **floated/rolled** across the ocean and hit the coast.
 - The damaged area was **loaded/washed** with debris.

Grammar

- 3 ★ Underline the correct item.

Hurricane Hits Southern Florida in the US



A destructive hurricane which struck Southern Florida yesterday afternoon has injured 1) **many/much** residents. The hurricane caused a 2) **couple/great deal** of damage when heavy rain and winds of up to 88 kilometres per hour knocked down 3) **plenty/a large amount of** trees and power lines in the area. 4) **Most/Too much** homes across the state have lost power. The violent storm has also destroyed 5) **many/much** houses and buildings and left thousands of people homeless. Emergency workers have set up 6) **a few/a little** shelters for the homeless as they struggle to distribute food and water. 7) **Some/Every** experts are now trying to estimate 8) **how much/how many** it will cost to repair the damage due to the devastating hurricane. 9) **Several/Each** forecasters at the National Hurricane Centre are worried that the storm will move along the East Coast and hit other states in its path.

- 4 ★ Fill in: *whole, both, neither, either or none.*
- Jeff survived a hurricane and a flood all in the same week.
 - Tom or Sharon will call the emergency services.
 - Joe nor Paul were near the mine when it collapsed.
 - of my friends have ever experienced an earthquake.
 - An earthquake destroyed a village in Northern Chile.