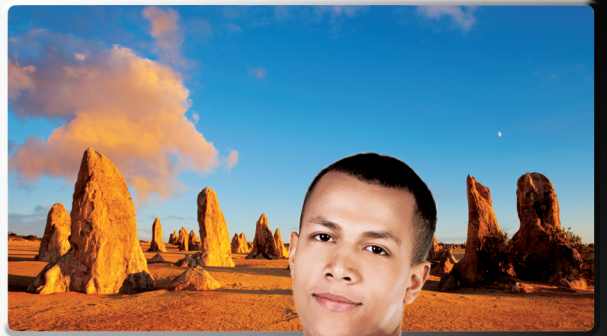
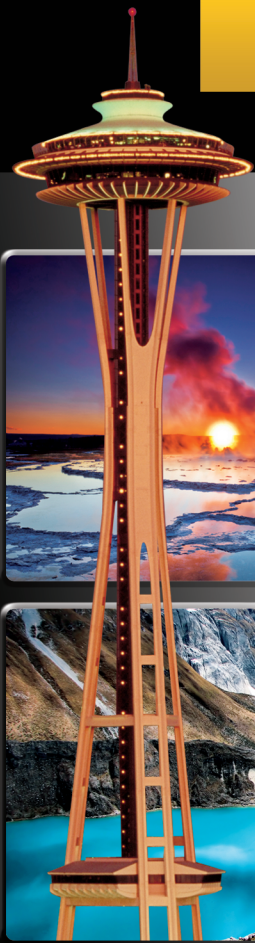




# Discover

Virginia Evans Jenny Dooley



Student's Book & Workbook

# 6



Express Publishing

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# Module 1

## Breaking news

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

**Grammar:** present & past tenses (revision); past perfect & past perfect progressive

**Everyday English:** deciding what to watch on TV

**Intonation:** echo questions

**Phrasal verbs:** *back, call, carry*

**Word formation:** compound adjectives

**Writing:** a story

**Culture Corner:** Hurricane Katrina: The Tragedy of New Orleans

**Cross-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 happened in the 21st century.



In 2002, 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 Eyjafjallajkull 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 shakes, deafening roar, take off, acid, flaming hot lava, freelance, stunning photograph, in high demand, dedicated, dormant volcano, steam, block the view, mystify, prevent, 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

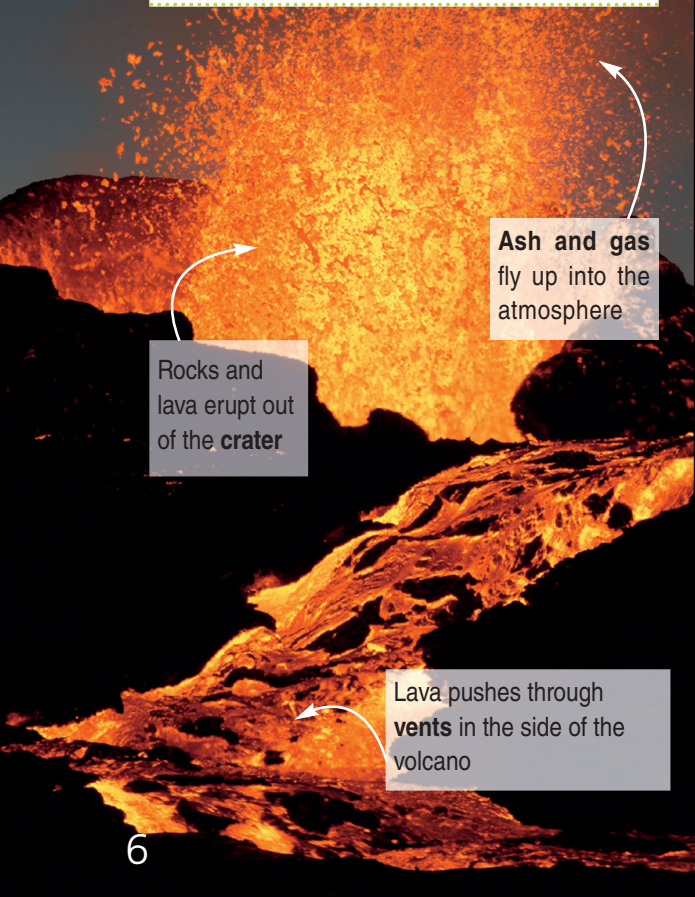
When a volcano erupts, most people want to get as far away as possible, as quickly as they can! German engineer Martin Rietze, on the other hand, grabs his camera and tries to get as close as he can and stay alive at the same time!

He's so close that he can feel the heat burning his face even through his gas mask. The lava flow is about thirty-six feet 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-story 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 miles away!"



Rocks and lava erupt out of the crater

Ash and gas fly up into the atmosphere

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.
- 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)

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

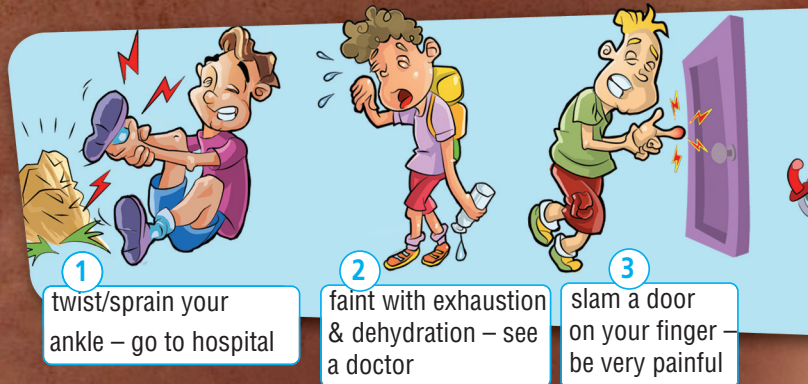
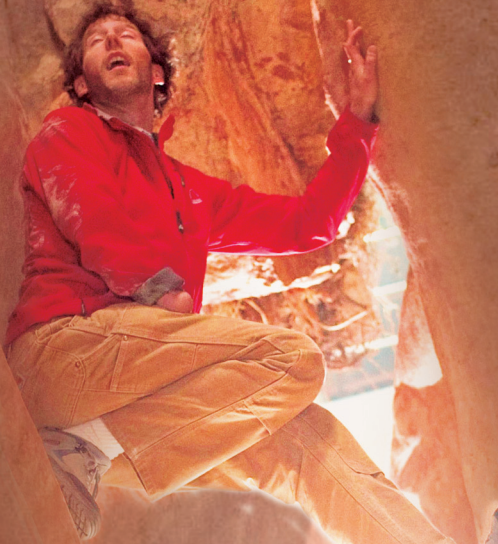
- 1 John ..... (trip) and ..... (cut) his knee as he ..... (walk) up the volcano.
- 2 Martin ..... (not/reach) the crater yet.
- 3 Chris ..... (wait) to get the perfect shot since 5 o'clock this morning.
- 4 They ..... (go) volcano surfing tomorrow.
- 5 Luke often ..... (go) mountain climbing.
- 6 We ..... (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 twisted my ankle. I had to go to the hospital.*

## 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 cellphone. Apart from his climbing gear, Aron carried only a backpack containing a small first aid kit, a knife, a video camera, one liter of water, and a few snacks. **1**

Aron had been climbing all day and was about to stop, but as he was crossing a 3-foot wide crack in the canyon, disaster struck; an 800-pound 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 70 feet to the canyon floor. After hiking 5 miles, he came across a Dutch family who gave him water and helped him to walk on.

Meanwhile, Aron's friends and family had realized 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 movie 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 Past perfect & past perfect progressive

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

b) Read the text again. Five sentences are missing. Match the sentences (A-F) to the blanks (1-5). There is one extra sentence. Justify your answers.

- 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.

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.

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 progressive** (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 progressive 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 progressive**.

- 1 By the time we arrived, it ..... (**stop**) snowing.
- 2 Jane's feet were aching because she ..... (**walk**) since early that morning.
- 3 Most people ..... (**leave**) the town 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 progressive**. 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 tests. 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

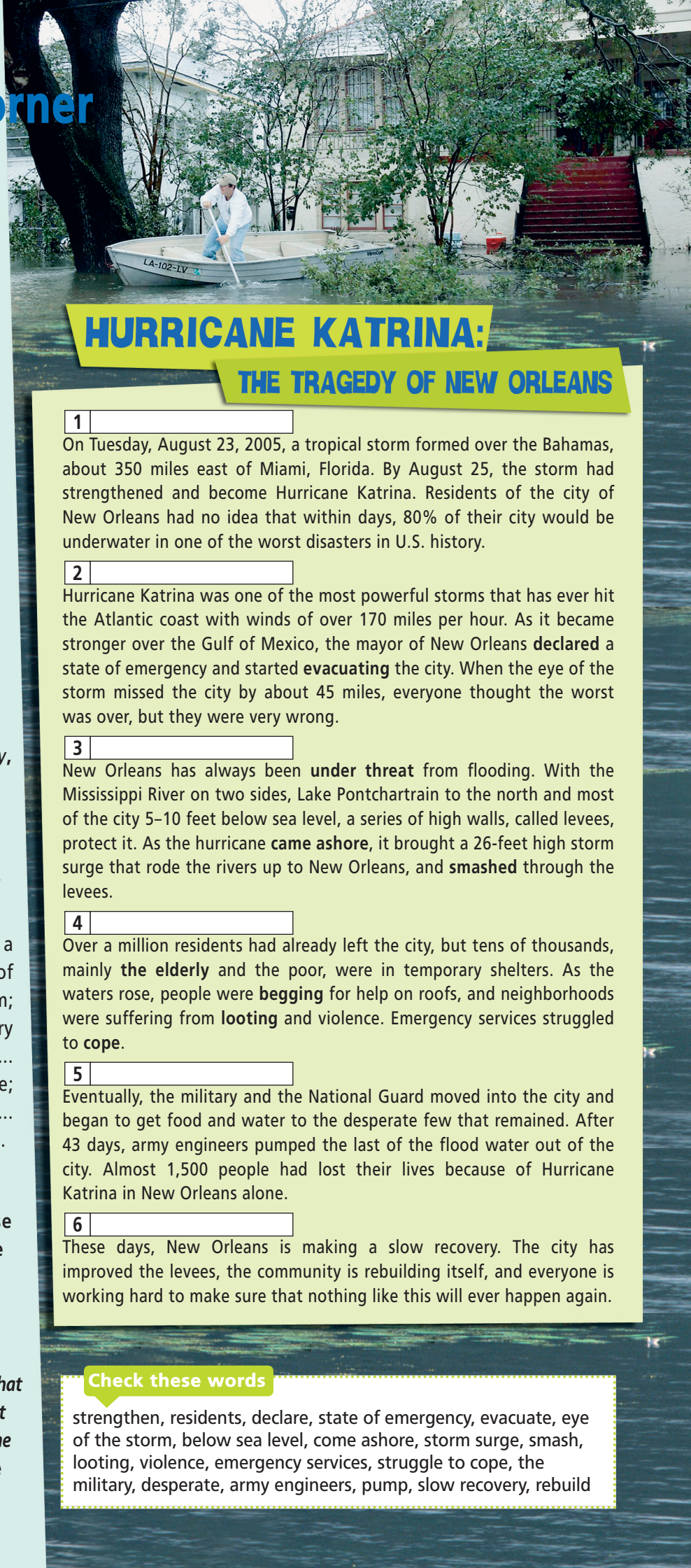
3 Match the words in bold with their meanings: *broke, manage, moved from the sea to land, sending people to a place of safety, old people, in danger, asking anxiously, stealing, announced.*

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 **IT**  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, August 23, 2005, a tropical storm formed over the Bahamas, about 350 miles east of Miami, Florida. By August 25, 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 U.S. history.

2

Hurricane Katrina was one of the most powerful storms that has ever hit the Atlantic coast with winds of over 170 miles 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 45 miles, 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 5–10 feet below sea level, a series of high walls, called levees, protect it. As the hurricane **came ashore**, it brought a 26-foot 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 neighborhoods 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, 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 program	The Simpsons – cartoon	Jamie's 30-minute Meals – cooking show
6.00	The Bold and the Beautiful – soap opera	2 Wild! – wildlife program	Sportsline – sports program
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



**1** Look at the TV guide. Which are your favorite/least favorite TV shows? 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!

**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.*

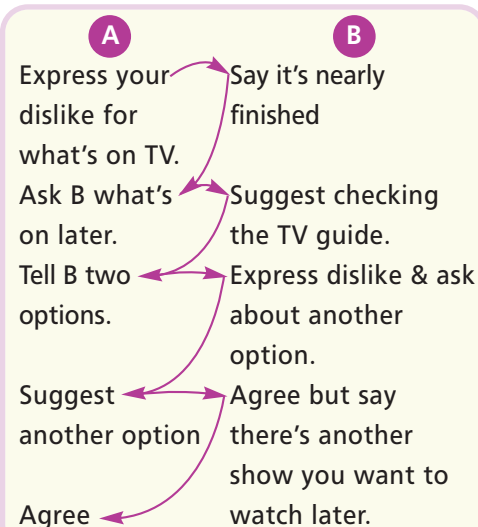
**Intonation: echo questions**

**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 movie.  
*He's watching a what?*
- 2 It's a documentary about floods.
- 3 The movie'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.

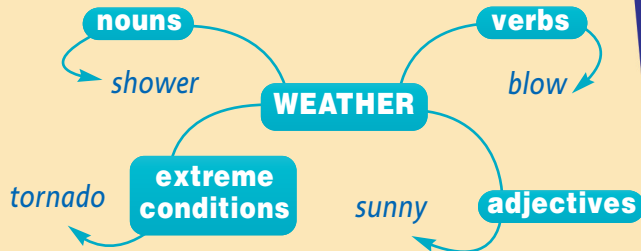


# 1 e Weird weather

## 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 • an everlasting 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?

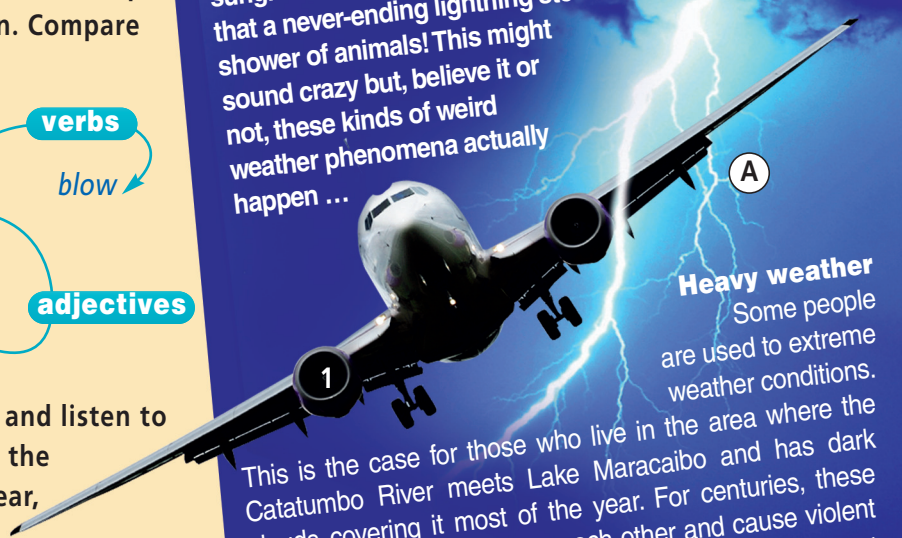
Listen and read to find out.

- 5 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 tornados 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. ....

## 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 colored 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, traveled 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 10-15 feet high, but they can sometimes reach 1 mile 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 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 rain very heavily
- 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 fill in the blanks.

- 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 learned from the texts.
- 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 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** DOWNTOWN 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*? *caused 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 check (✓) 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 **IT** Research for 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.*

**Writing Tip**

**Writing stories**

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

**1 Read the story and answer the questions.**

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

**2 a) Which adjectives has the writer used to describe the following: ride, adventure.**

- b) Find the adverbs the writer has used to describe the following: *making our way, screaming, train rocking, got out of his seat, we got up.*

**3 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.

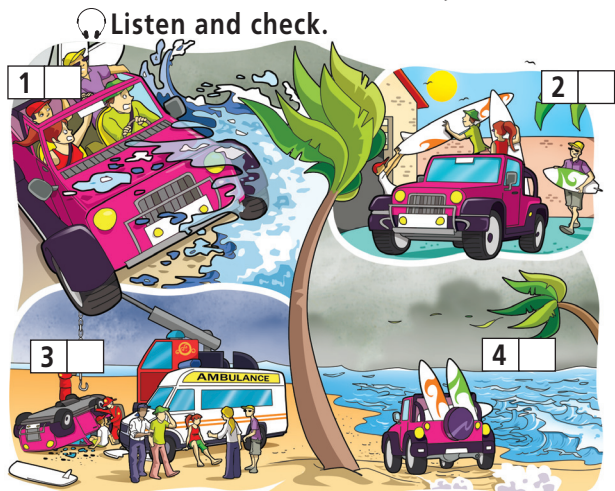
**The RUNAWAY Train**

*By John Brown*

During my summer vacation, my friend James and I were traveling across the U.S.A. One day, we decided to take a journey on a steam train which became a thrilling adventure. 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 engineer was well.

**4 Put the pictures (1-4) in the correct order to make the outline of a story.**

Listen and check.




**5 A magazine has asked its readers to send in stories (150-200 words) about a nasty experience. Use the pictures in Ex. 4 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.*)

# 1h Cross-curricular: Geography

1 What do you know about tsunamis? What else would you like to know? Write down three questions you would like to ask.

 Listen and read to see if you can answer your questions.



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

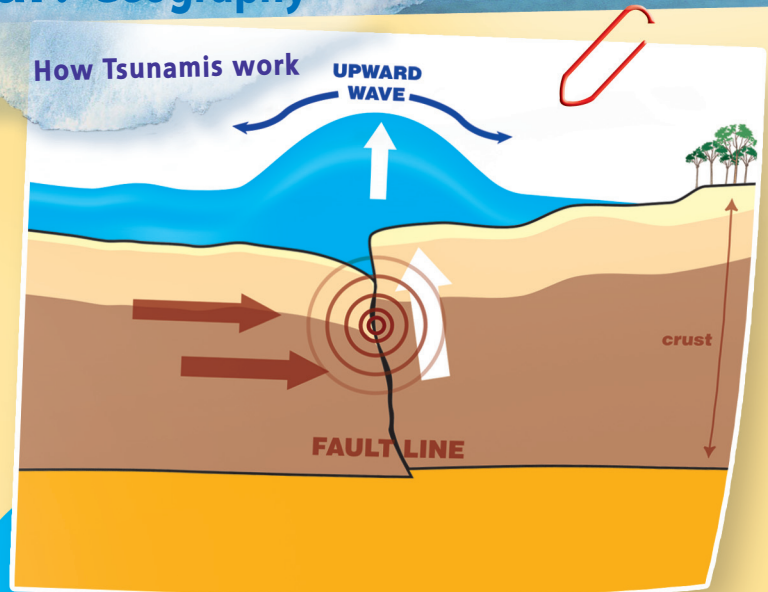
- A A frequent phenomenon
- B Happening one after the other
- C High tide
- D Deadly power
- E A sudden movement
- F Less by degree
- G Below the surface

3 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.

4 Tell your partner or write four things you have learned about tsunamis.

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



## 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 neighboring 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 large scale, tremendous damage, loss of life, flatten, ecosystem

## Phrasal verbs/Prepositions

### 1 Choose the correct particle(s).

**back away:** move backwards from sth/sb  
**back down:** give in, accept defeat  
**back up:** make a copy of a file/program etc.  
**back sb up:** give support to sb  
**back out:** decide not to do sth  
**call sb back:** return sb's phone call  
**call off:** cancel  
**carry on:** continue  
**carry out:** do sth as planned (a plan/order/threat etc.), perform or conduct (repairs, research, tests, etc.)

- 1 The guard asked the passengers to back **away/down** from the edge of the train platform.
- 2 The school carried **on/out** a fire safety drill.
- 3 Despite his accident, Aron carried **on/out** climbing.
- 4 Back **up/out** your computer files regularly.
- 5 The match was called **off/back** due to heavy rain.
- 6 She backed **down/out** from the race in the end.

### 2 Choose the correct preposition.

- 1 Tsunamis travel **at/on** a great speed.
- 2 Aron Ralston lives his life **from/to** the fullest.
- 3 Martin's photos are always **at/in** high demand.
- 4 The tsunami destroyed everything **on/in** its path.
- 5 The man was begging **in/for** help.

## Words often confused

### 3 Choose the correct word.

- 1 He had to be very careful to **stay/keep** alive.
- 2 The ground started to **shake/jump**.
- 3 The clouds **blocked/closed** the view.
- 4 The water **raised/rose** fast.
- 5 The tsunami **reached/arrived** land fast.

## Word formation

### 4 Fill in the sentences with the correct word in the list.

#### Compound adjectives

We form compound adjectives with two words, usually joined by a hyphen. We often use **adjective/noun/number + noun + -ed** (*red-haired, two-faced*), **adjective/adverb/noun + past participle** (*short-tempered, well known*), **adjective/adverb/noun + present participle** (*long-lasting, time-consuming*).

- well • thought • man • thirty • never

- 1 The lightning storm in Catatumbo is almost ..... ending.
- 2 The children were very ..... behaved for the babysitter.
- 3 I saw a ..... provoking documentary about earthquakes last night.
- 4 Lava fountains can reach as high as a ..... story building.
- 5 Lives are lost every year through natural and ..... made disasters.

## Collocations

### 5 Fill in: *arm, flow, dormant, volcanic, take, struck, environmental, tectonic, emergency, freelance.*

- |                      |                     |
|----------------------|---------------------|
| 1 ..... plates       | 6 ..... services    |
| 2 lava .....         | 7 .....             |
| 3 ..... photographer | 8 ..... volcano     |
| 4 ..... eruption     | 9 ..... precautions |
| 5 prosthetic .....   | 10 disaster .....   |



Read through Module 1 and mark the sentences *T* (true) or *F* (false). Now write a quiz of your own. Give it to your partner. Check their answers.

- |  |   |
|--|---|
| 1 A lava fountain can shoot up to three feet. .... | 5 Fire tornadoes are rare. ....                           |
| 2 Aron Ralston was trapped for a week. ....        | 6 Lake Portchartrain is in the north of New Orleans. .... |
| 3 Blue John Canyon is in Utah. ....                | 7 Floods cause tsunamis. ....                             |
| 4 Hurricane Katrina hit New Orleans in 2005. ....  | 8 In Honduras, it rains fish every summer. ....           |



# 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 parentheses in the correct present or past tense form.

- Amy ..... (sleep) when the earthquake happened.
- They ..... (travel) to Iceland next week.
- Billy ..... (go) climbing every weekend.
- Thousands of people ..... (lose) their lives during the earthquake so far.
- Sam ..... (read) at the moment.
- They ..... (look) at the fire as it was quickly spreading.

6x2=12 marks

3 Choose the correct tense.

- Aron had climbed/had been climbing in the Blue John Canyon when his accident happened.
- By the time we arrived at the beach, it has been starting/had started to pour with rain.
- Samantha was nervous about skiing because she had never tried/had never been trying it before.
- Sally felt cold on the mountain walk because she hadn't been wearing/hadn't worn a warm coat.
- Brian was angry because he had been waiting/has waited for Hannah for an hour.

5x2=10 marks

4 Match the exchanges.

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

5x4=20 marks

5 Read Jane's story and mark the sentences T (true) or F (false).

One boiling hot day while I was on vacation in Australia last year, I went for a walk in the nearby forest to cool down under the tall trees.

I had been walking for about half an hour when I started to smell smoke. It was getting stronger and stronger. Suddenly, I saw a cloud of black smoke and heard the crackle of flames. It was a forest fire!

I started to panic. I had walked so far, I had lost my sense of direction. A moment later, I saw the blaze burning up the trees in front of me. The flames were spreading from branch to branch and I was surrounded! Just then, I heard the roar of a plane. It was the firefighters! I looked up to see a torrent of water fall on the fire.

As the fire began to die, I ran to safety. I saw other firefighters on the ground who led me away from the flames. I was so lucky that they had arrived just in time!

- Jane had been walking in the forest all day. ....
- She saw the flames before she heard them. ....
- Jane didn't know where she was. ....
- The fire spread through the trees. ....
- Some firefighters helped Jane to escape the flames. ....

5x4=20 marks

6 Write a story called *A lucky escape* (150-200 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 ✓✓✓



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