

Voices

Student's Book



2



MACMILLAN

Nr MEN 313/2/2011

**Katherine &
Steve Bilsborough**

5 Disaster zone!

Unit contents

Vocabulary Natural phenomena; adverbs
Language Focus Past continuous: affirmative, negative, questions and short answers; past simple and past continuous
Skills Reading: news reports, an interview
 Listening: an interview
 Speaking: describing past events
 Interaction: making conversation
 Writing: a narrative
CLIL Geography **Culture** the USA
Exam Builder Rozumienie tekstów pisanych *dobieranie*

GUESS

1 Which American city did Hurricane Katrina devastate in 2005?
 a) New York b) Washington D.C.
 c) New Orleans

2 In 2008, more than 60,000 people died in a natural disaster in China. What was the disaster?
 a) an earthquake b) a volcanic eruption
 c) a hurricane

RECYCLE

What's the weather like in these places today? Guess the answers that you don't know.
 In ... London Australia Alaska my town
 it's ... sunny hot rainy cold snowy cloudy

Vocabulary 1

Natural phenomena

1 Match these weather words with the pictures.

avalanche earthquake flood hailstones hurricane landslide storm thunder and lightning
 tornado tsunami wildfire volcanic eruption



2 **2.01** Listen, check and repeat.

3 Decide whether these statements are true (T) or false (F).

- There was an earthquake in Japan in winter 1995.
- There was a flood in Poland in spring and summer 2010.
- There was a tsunami in the UK in 1999.
- There was a hurricane in Italy in 2005.
- There was a volcanic eruption in Iceland in spring 2010.

4 **2.01** Listen and check.

LOOK

there was / there were

Look at the rules and put the words in the correct order.

- *There was* is the past form of *there is*.
- *There were* is the past form of *there are*.

1 was / an earthquake / in China / there

2 in Britain / there / floods / were

5 **Your voice** Work in groups. Take turns. One student thinks of a natural disaster. The other students ask questions to find out which disaster it is, when and where it occurred.

Vocabulary plus → Workbook p120

Reading

NEWS IN BRIEF



TEWKESBURY UNDERWATER 1

Neighbours were helping police to evacuate people from their homes this morning as heavy rain caused more floods in villages around Tewkesbury. One man was using a rowing boat to carry people to safety. More than twenty families were affected. They were staying in temporary accommodation in a sports centre. Weather reports say that more rain is expected tonight and tomorrow.

CLIMBERS FALL 2

A team of rescue workers were working non-stop yesterday to bring two mountain climbers to safety after they fell off the side of a mountain in Andorra. The accident occurred at 11.00am when heavy winds started. The couple, a man and a woman, were starting their climb. They weren't using regulation safety equipment but the woman was carrying a mobile phone and was able to call for help.

MAN MISSING 3

Police and volunteers were searching for a missing man last night after a landslide in Cornwall. The cliff at Beach Head collapsed into the sea after three days of heavy rain. The man was taking his dog for a walk. He wasn't carrying

any identification. Police found the dog at the bottom of the cliff. It had a broken leg but was recovering at the home of a neighbour. This morning the police confirmed that the man is still missing.

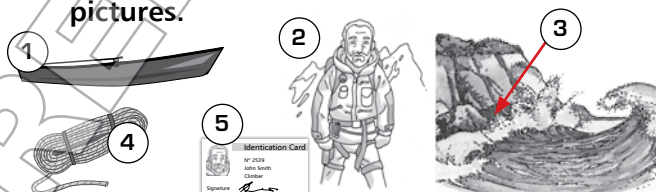
GLOSSARY



cause – spowodować
 affected – dotknięty przez coś
 temporary – tymczasowy
 accommodation – zakwaterowanie
 rescue workers – ratownicy

occur – zdarzać się,
 występować
 collapse – runąć, zawalić się
 recover – odzyskiwać siły
 confirm – potwierdzać

- ▶ 2.02 Read and listen to texts 1–3. Match them with pictures a–c.
- Work in groups of three. Read one paragraph of the text and tell your partners in Polish what it is about.
- Find words in the news reports for these pictures.



- Read the reports again and answer the questions.

- Where were the floods?
- Who was helping the police to rescue people from the floods?
- When did the accident in Andorra occur?
- What was the missing man doing when the landslide occurred?
- Was the missing man's dog hurt?

- Look at the text again. Is the style of the text formal or informal? Why?

Language Focus 1

Past continuous: affirmative and negative

- 1 Look at the table. What are the past continuous forms for *I*, *you* and *we* in affirmative and negative sentences?

AFFIRMATIVE +

subject was / were -ing form

One man was using a rowing boat.
Neighbours were helping police.

NEGATIVE -

subject wasn't / weren't -ing form

He wasn't carrying any identification.
They weren't using regulation safety equipment.

- We use the past continuous to talk about actions in progress in the past.

- 2 Complete the sentences with the verbs in the box. Use the past continuous affirmative.

help look for rain read stay talk

- I _____ the newspaper.
- They _____ about the disaster.
- The policemen _____ for a missing man.
- It _____ non-stop for three days.
- Families _____ in temporary accommodation.
- Volunteers _____ the police.

- 3 Complete the sentences. Use the past continuous form of the verbs in brackets.

- I _____ (not listen) to music last night.
- You _____ (not sit) next to me last week.
- Our teacher _____ (not help) us very much.
- We _____ (not play) tennis yesterday.
- My friends _____ (not go) by bus.
- It _____ (not snow) in my town yesterday.

- 4 Complete the texts with the past continuous form of the verbs in brackets.

A TSUNAMI APPEARS

IN DECEMBER 2004, a young girl in Banda Aceh, Indonesia (1) _____ (walk) to school when she saw an 18 metre wave. It (2) _____ (come) out of the sea towards her. In a few minutes people (3) _____ (run) in every direction. The girl watched the tsunami while it (4) _____ (destroy) everything in sight. Buildings (5) _____ (disappear) before her eyes. Luckily she survived the disaster, but many others didn't.

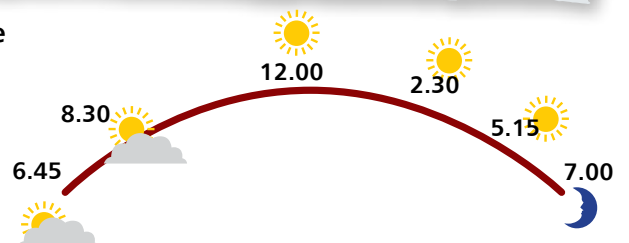


Iceland's volcanic eruption

Eyjafjallajökull is one of Iceland's biggest volcanoes. On 20th March, 2010 it became active again. The volcano (1) _____ (throw) lava, fire and volcanic ash into the sky. In the beginning, people (2) _____ (not panic) – it even became a real tourist attraction. Soon it became dangerous and people living in the area (3) _____ (wear) special masks. The eruptions also caused an enormous cloud of ash above Europe. As a result, many airports were closed and planes (4) _____ (not fly). Many tourists (5) _____ (cancel) their trips or couldn't come back home from their holidays.

- 5 Look at the time line. What were you doing at these times yesterday? Write four true and two false past continuous sentences.

- 6 **Your voice** Work in pairs. One student reads the sentences. The other one guesses the two false sentences.



Vocabulary 2

Adverbs

1 Match adjectives 1–9 with adverbs a–i.

- | | |
|-----------|--------------|
| 1 bad | a) hard |
| 2 fast | b) calmly |
| 3 careful | c) angrily |
| 4 good | d) badly |
| 5 hard | e) easily |
| 6 noisy | f) well |
| 7 easy | g) fast |
| 8 angry | h) noisily |
| 9 calm | i) carefully |

2 2.06 Listen, check and repeat.

3 Complete the table with the adjectives and adverbs from exercise 1.

regular (-ly)	-ily	irregular
	<i>angry – angrily</i>	

5 Write instructions for an emergency at your school. Use these verbs and adverbs.

calmly leave quickly quietly wait walk

Leave the classroom calmly.

Listening

6 2.06 Order the words to make the reporter's questions. Then listen and check.

- feeling / morning / you / how / this / are / ?
- us / happened / you / what / can / tell / ?
- you / knew / when / you / what / did / do / ?
- avalanche / of / you / were / afraid / the / ?
- place / were / in / a / safe / you / ?
- going / skiing / are / today / you / ?

7 Is the interview formal or informal?

8 2.06 Listen again and choose the correct answers: a, b or c.



- Charles was skiing with his _____ and three friends.
a) cousin b) brother c) sister
- They were standing _____ the beginner's slope when they heard the avalanche.
a) at the top of b) at the bottom of c) half way up
- The noise of the avalanche was like _____.
a) a crash b) thunder c) an explosion
- Charles and his friends _____.
a) were frightened b) panicked c) stayed calm
- _____ hurt in the avalanche.
a) Nobody was b) One person was c) A few people were
- Charles is _____.
a) going skiing today b) never going skiing again c) going skiing tomorrow



Adjectives and adverbs

Look at the examples and choose the correct words.

*In an emergency, be **calm**.*

*Walk **calmly** to the emergency exit.*

We use adjectives to describe **an action / a state**, and adverbs to describe **an action / a state**.

LOOK

4 Choose the correct words. Then listen and check.

There is nothing you can do to stop a flood, but you can (1) **easy / easily** limit the destruction to your home if you follow these steps. Try to limit the water coming in by placing sand bags (2) **careful / carefully** in front of all of the doors. It is a (3) **good / well** idea to move valuable furniture and objects upstairs. Stay (4) **calm / calmly** and wait for the rescue services to help. Be patient! Remember, they are working (5) **hard / hardly** to help everyone.



Hurricane Rita

Interview with
a rescue service worker

THE USA

In the USA, the weather is sometimes extreme. There are tornados, hurricanes, floods and storms.



Hurricane Rita hit the Gulf of Mexico in September 2005, causing \$11.3 billion of damage, killing over a hundred people. Sam Flynn was working with the rescue services at the time. He was in Holly Beach, a small beach town which the hurricane destroyed. We asked him about his experience.

What were you doing when the hurricane struck?

I was sitting in the emergency centre when the hurricane arrived ... We were waiting for the hurricane to strike. We knew it was on its way.

Were you sleeping?

No, I wasn't. It was night time but we were playing cards while we were waiting for the signal.

How often were you getting information?

The National Hurricane Centre was calling us every ten minutes. The last time they called, they told us to go and check that the area was clear.

What were the people from Holly Beach doing?

Most of the local people were staying in temporary housing in other towns. A couple of people were in Holly Beach. They refused to leave their homes.

Were they making your job more difficult?

Yes, they were. But we understood them too. Everything they had was in their homes. They didn't want to leave.

What happened to them?

They were very lucky! We phoned them while the water was rising. They climbed up onto their roofs. We rescued them and took them to the emergency centre with other survivors.



GLOSSARY

damage – zniszczenia
emergency centre –
centrum ratownicze
strike – uderzać
survivor – ocalały

1 **2.07** Read and listen to Sam Flynn's story. Where can you find such a text?

- a) in a book about hurricanes
- b) in a guide book
- c) in a newspaper

2 **2.07** Read the text again. Circle the correct words in the sentences below.

- 1 Sam Flynn *was working* / *was studying* in Holly Beach when Hurricane Rita struck.
- 2 The destruction from the hurricane cost more than *\$10 million* / *\$10 billion* to put right.
- 3 The rescue workers *didn't know* / *knew* that Hurricane Rita was coming.

4 The National Hurricane Centre was phoning the rescue workers every *ten minutes* / *hour*.

5 *All* / *Most* of the people from Holly Beach were staying in temporary housing when the hurricane came.

6 The last people in Holly Beach climbed up *a tree* / *onto a roof* to escape the rising water.

3 **Your voice** Work in groups. Answer questions about your country.

- 1 Do hurricanes ever affect your country?
- 2 What other kinds of extreme weather cause problems?
- 3 Imagine there is a hurricane in your town. What do you do?

...learn more! [The USA](#) → [Workbook p129](#)

Language Focus 2

Past continuous: questions and short answers

- 1 Study the examples and put the puzzles in the correct order.

subject • -ing (question word) • verb • was / were

QUESTIONS ?	SHORT ANSWERS
Were you sleeping?	Yes, I was. / No, I wasn't.
Were they making your job more difficult?	Yes they were. / No, they weren't.
What were you doing? How often were you getting information?	

- 2 Look at the picture of Holly Beach. Then write questions and short answers.



The Newton family / wait for the rescue workers?

*Were the Newton family waiting for the rescue workers?
Yes, they were.*

- the boy / speak on his mobile?
- the rescue workers / come by helicopter?
- the girl / hold a cat?
- the parents / wait inside the house?
- the water / rise?

Speaking

- 3 Ask and answer about the picture in exercise 2. Use the past continuous and these question words.

What Who Where Why

What was the girl doing?

She was holding her dog.

Past simple and past continuous

- 4 Look at the examples and complete the rule with **past continuous** or **past simple**.

PAST SIMPLE and PAST CONTINUOUS

I **was sitting** in the emergency centre **when** the hurricane arrived.
We **phoned** them **while** the water was rising.

- We often use the past simple and the past continuous in the same sentences.

- We use the _____ for short actions and the _____ for longer actions in the past.
- We use the _____ for an action that interrupted another action in the _____.
- We usually use *while* before the _____ and *when* before the _____.

- 5 Choose the correct words.



FOREST ON FIRE!

Local people watched while firefighters (1) **worked** / **were working** hard yesterday to control a wildfire in a forest in northern Spain. The fire (2) **started** / **was starting** at around twelve o'clock. Two farmers (3) **worked** / **were working** in the forest when they (4) **saw** / **were seeing** smoke. The police believe a cigarette (5) **caused** / **was causing** the fire.

- 6 PRONUNCIATION: /wɒz/ and /wəz/

- a) ▶ 2.08 Listen and repeat.

Was he watching TV? Yes, he was.

He was watching TV.

- b) ▶ 2.08 Listen to these sentences.

Do they say /wɒz/ or /wəz/?

- I was studying.
- Was it raining?
- Yes, it was.
- She was working.

- 7 Write two sentences for each situation. Use **when** and **while**.

I / eat lunch / hear noise

I was eating lunch when I heard the noise.

I heard the noise while I was eating lunch.

- We / walk in the forest / see / fire
- I / do homework / the phone / ring
- People / swim in the sea / the tsunami / arrive
- They / drive home / the storm / start

Writing Dossier

A narrative

A few years ago I was visiting an aunt in Alaska.

One day we went out to the countryside to take some photographs. It was cold but sunny. Then it started getting dark. It got darker and darker and we got scared!

Later we went back to my aunt's house. While we were driving back we listened to the news on the radio. The news reader was talking about the Fourpeaked volcano. It was erupting and volcanic ash was filling the sky.

In the end I stayed with my aunt an extra week because my plane home was cancelled.

Olive, New York



- 1** **2.09** Read and listen to the narrative. Answer the questions.

- 1 What was Olive doing in Alaska?
- 2 Where did she go with her aunt?
- 3 What was the weather like that day?

- 2** Put paragraphs a–d in order. Use the sequencing words to help you.

a) One day we went on a trip to a museum. While we were walking from the (1) station we heard a loud noise. Then we saw (2) and heard people shouting.

b) In the end we saw everything on (3) on the news: It was a (4) involving six cars! Nobody was hurt! We didn't go out again that day but I didn't mind. I don't like museums very much!

c) Last summer I was in (5) with my sister. We were visiting some cousins in Amsterdam.

d) Later we tried to go to the museum but the (6) was closed. There were a lot of policemen and an (7) . The police told us to go home.

- 3** Find words to replace the pictures in the story. Use a dictionary to help you.



Look at the narrative and complete the sentences with the phrases from the box. Then put the sentences in the chronological order.

One day Then Later In the end

- _____ we went back to my aunt's house.
- _____ we went out to the countryside.
- _____, I stayed with my aunt an extra week.
- _____ it started getting dark.

LOOK

Writing Plan

- 1** Plan a narrative about a holiday. Use the model to help you.

- 1 Where did you go?
- 2 Who did you go with?
- 3 What did you do?
- 4 What happened while you were doing it?
- 5 What happened in the end?

- 2** Write the narrative.

Check your writing:

- use sequencing words
- write four paragraphs
- check your spelling and the verb forms

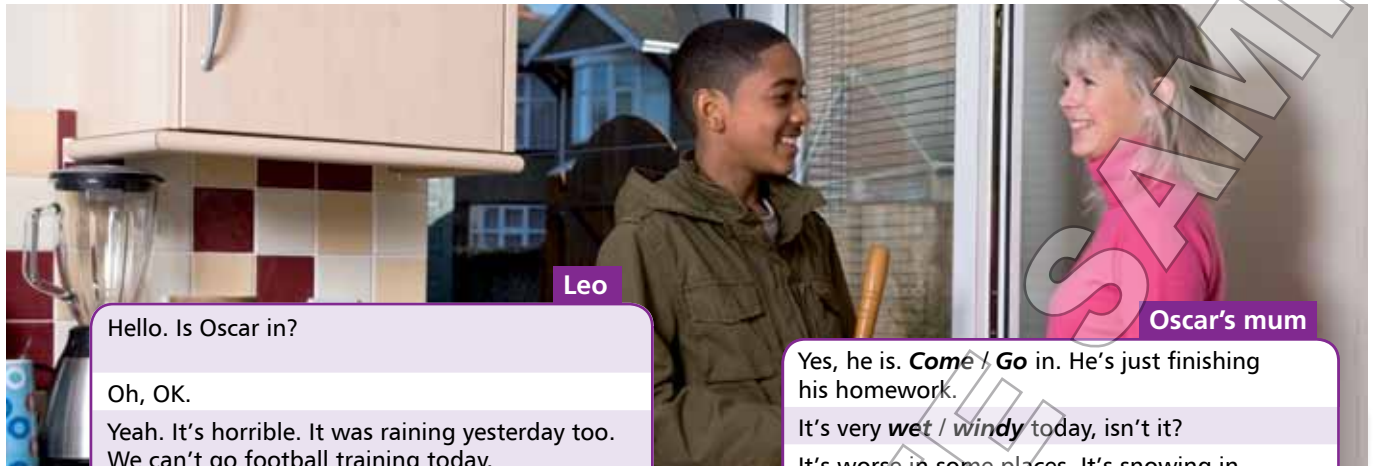


TIP

Gdy piszesz opowiadanie, pamiętaj o zachowaniu chronologicznej kolejności wydarzeń.

Language in Action

Making conversation



Leo

Hello. Is Oscar in?

Oh, OK.

Yeah. It's horrible. It was raining yesterday too. We can't go football training today.

Really? I prefer snow to rain! I **think / hope** it's OK tomorrow so we can play our football match.

Fine, thanks. Not **very / too** bad!

No, I'm **all right / fine**, thanks.

Oscar's mum

Yes, he is. **Come / Go** in. He's just finishing his homework.

It's very **wet / windy** today, isn't it?

It's worse in some places. It's snowing in Scotland. I saw it on **TV / the news**.

The weather forecast said it's going to change tomorrow. Anyway **how's / where's** your family?

Good. Say hello to your mum. Do you want something to eat or drink?

OK. Well. Oscar will be here in a minute.

- 1 When people make small talk in your country, what do they talk about? Underline the topics in the box.

health hobby holidays news politics school sport the weather the weekend work

- 2 Leo is making small talk with Dan's mum. What are they talking about? Listen to the dialogue and choose the topics from exercise 1.
- 3 Read the dialogue from exercise 2 and choose the correct answers.
- 4 **2.09** Listen and check. Then work in pairs and practise the dialogue.
- 5 Kate comes to see Ben and is talking to his mum. Read the dialogue and translate the parts of the conversation in purple from Polish into English. Use the spaces next to it.

Kate Hello, is Ben in?
 Ben's mum Yes, (1) *węjdź*. He's just finishing dinner.
 Kate OK. It's very (2) *zimno dzisiaj*, isn't it?
 Ben's mum Yes! It was snowing in the mountains! I saw it (3) *w wiadomościach*.
 Kate (4) *Mam nadzieję* it's nice at the weekend.
 Ben's mum Me too. Anyway, (5) *jak tam twój* maths project?
 Kate (6) *Nie najgorzej*. It will be ready on Tuesday.
 Ben's mum OK. Do you want a cup of hot chocolate?
 Kate (7) *Nie, nie trzeba*, thanks.
 Ben's mum OK. Well, here's Ben ...

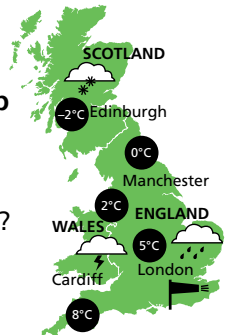
Did you know ...?

- ◆ In Britain people often talk about the weather when they meet somebody they don't know well. The weather is always changing so there's lots to talk about.

- 6 **2.09** Listen and check.

- 7 Look at yesterday's weather map and answer the questions.

- Was it raining in Scotland?
- What was the weather like in London?
- Was it hot in Britain?
- Where was it stormy?
- In your opinion, what season is it?



- 8 Work in pairs. Student A – open your book on page Student B – open your book on page

- (1) _____.
- (2) It's very _____, isn't it?
- (3) I saw it _____.
- (4) _____ it's nice at the weekend.
- (5) _____ maths project?
- (6) _____.
- (7) _____, _____, _____, thanks.

Self Check

Natural phenomena

1 Label the pictures with the words in the box.

flood earthquake tornado wildfire
thunder and lightning volcanic eruption



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

6

Adverbs

2 Write the adverbs for these adjectives.

- 1 calm _____
- 2 noisy _____
- 3 easy _____
- 4 careful _____
- 5 bad _____
- 6 fast _____

6

Past continuous

3 Write past continuous sentences, then make them negative.

- 1 I / do homework / yesterday
- 2 My friends / play tennis / last weekend
- 3 Our teacher / read a book / this morning
- 4 It / snow / last night
- 5 We / wait / for him
- 6 I / sleep / at twelve o'clock

6

Past continuous: questions

4 Complete the questions with the correct form of the words in brackets. Then give short answers.

- 1 ___ you _____ (listen) to music at nine o'clock last night?
- 2 ___ you and your friends _____ (talk) an hour ago?
- 3 ___ your parents _____ (sleep) at seven o'clock?
- 4 ___ you _____ (walk) to school at half past eight this morning?
- 5 ___ your best friend _____ (watch) a film last night?
- 6 ___ your teacher _____ (work) yesterday?

6

Past simple and past continuous

5 Complete the story with the past simple or past continuous form of the verbs in brackets.

Yesterday Tom (1) _____ (ride) a bike in the park when the storm (2) _____ (start). While he (3) _____ (go) home, lightning (4) _____ (strike) the nearest tree. Tom (5) _____ (fall down) and he (6) _____ (not / move). An hour later a man who (7) _____ (walk) his dog (8) _____ (find) Tom. He (9) _____ (call) the emergency centre. An ambulance (10) _____ (take) Tom to hospital.

6

Cumulative grammar

1 2 3 4 5 6 7 8 9

6* Choose the correct words.

A Strange Sight!

When twelve-year-old Carla Grimes (1) *is walking / was walking* home from school in Edinburgh yesterday she (2) *see / saw* a strange sight. A koala bear (3) *sat / was sitting* in a tree in her neighbour's garden. Koalas (4) *live / are living* in Australia, so Carla was very surprised!

Carla called her neighbour, Mr Greene. At first he thought Carla (5) *played / was playing* a joke on him but when he (6) *looked / was looking* out of his window he had a surprise!

Police later (7) *explained / were explaining* that the bear belonged to Edinburgh Zoo. It escaped while zoo keepers (8) *changed / were changing* its water. It (9) *didn't go / wasn't going* very far – just two kilometers down the road to Mr Greene's garden.

The bear is now at home in the zoo. (10) *There is / There are* only two koalas at the zoo. You can visit them during opening hours. But please! Keep the gate closed.

8

Punky:

36 – 40 Excellent!	12 – 19 Fair
30 – 35 Very good!	0 – 11 Poor ☹
20 – 29 Good	

40

Exam Builder

Rozumienie tekstów pisanych

- 1** Pracujcie w parach. Zastanówcie się, czym zajmują się osoby wykonujące poniższe zawody.

firefighter soldier rescue worker doctor

- 2** Przeczytaj profil osoby, która szuka pracy i zastanów się, jaka praca będzie dla niej najbardziej odpowiednia.

I'm 30 years old. I can fly rescue helicopters. I'm brave, hard-working and I react quickly in stressful situations.

Zadanie egzaminacyjne

Przeczytaj relacje prasowe (A–C) dotyczące powodzi oraz pytania dotyczące autorów relacji (1–4). Do każdego pytania dopasuj odpowiednią relację. Wpisz literę w kratkę obok każdego pytania. Jedna relacja pasuje do dwóch pytań.

POLAND AGAINST FLOODS

- A** Last night's heavy rain caused floods in the region. Water damaged many farms, roads and bridges. A lot of people do not have electricity but no one was evacuated. I answered over 50 emergency calls from the whole area – the phone kept ringing all night long.
- B** This afternoon heavy rain and a strong wind badly damaged over 80 houses. The flood has already ruined 60 buildings including a petrol station, kindergarten and post office. Lots of people have been badly hurt. We are taking care of them in local hospitals but there is not enough personnel to help everyone immediately.
- C** The wave, caused by heavy rain, reached the emergency level this morning. We have already evacuated over two hundred people. At the moment, we are delivering drinking water to the victims. We have also been protecting the flooded areas from criminals and keeping order in the area. The river is still rising about 10–15 cm per hour. Heavy rain is expected until Friday.

- 3** Przeczytaj opisy dwóch zawodów. Zdecyduj, który będzie najbardziej odpowiedni dla osoby z ćwiczenia 2.

- A** Before the flight, you have to greet passengers, help them with their coats and bags and show safety instructions. During the flight, you serve passengers food and drinks and make sure they are comfortable. You must be at least nineteen years old.
- B** You have to work long hours, looking for and helping people in trouble. The job can be dangerous if the weather is really bad, but generally, it is quite safe. You need to make decisions very quickly. Good hand-eye coordination is also necessary.

- 4** Podkreśl wyrazy/zwroty, które pomogły ci dopasować profil osoby do właściwego zawodu.

Which report is written by someone who:

- feels really tired and has been working all day helping people and giving them water?
- thinks there aren't enough people to look after so many patients?
- patrolled the town and made sure no one was doing anything illegal?
- didn't sleep at all because the phone was ringing all night?



TIP

Zaznacz w tekstach wyrażenia/zwroty, które wskazują na to, że dany tekst pasuje do konkretnej osoby.

- 5** Wybierz jeden zawód z ramki i napisz profil osoby, która mogłaby wykonywać ten zawód. Wykorzystaj teksty z ćwiczenia 2. jako wzór.

pilot police officer nurse journalist teacher

- 6** Pracujcie w parach. Wymieńcie się profilami i spróbujcie zgadnąć, którego zawodu dotyczy każdy opis.

Extension

- 1 Complete dictionary entries 1–12 with the words below.

affected	occur
area	recover
cause	rise
collapse	strike
confirm	survivor
damage	temporary accommodation
emergency centre	

- _____ *noun* a place for someone to stay, used in emergency, for a limited time
- _____ *adjective* to be changed or influenced by something
- _____ *verb* to suddenly fall down
- _____ *verb* to show that something is true
- _____ *noun* an institution that responds to emergency calls
- _____ *verb* to happen
- _____ *verb* to become fit and healthy again after an illness
- _____ *noun* a process of destroying something
- _____ *verb* to make something (usually bad) happen
- _____ *verb* to hit or crash and destroy something
- _____ *noun* someone that is still alive after an accident or a disaster
- _____ *noun* someone who saves other people from a dangerous situation

- 2 Complete sentences 1–6 with the words from exercise 1 in the right form.

- You didn't answer my question. Please, _____ that you got my text message.
- In case of any danger, call our _____. There are a lot of _____ ready to help.
- The accident _____ at 3.30 yesterday. The police said that the car _____ a tree.
- You must clear snow from the roof because it can _____ and _____ serious _____ to the house and people inside it.
- We were walking across the disaster area and we saw lots of places _____ by the flood.
- There were only ten _____ of the plane crash in Morocco.

- 3 Write a short story using the phrases below. Remember to use past tenses and the correct form of the verbs.
Start like that:

A few years ago a group of tourists went to the mountains ...

- Suddenly the ... **struck** and ... **collapsed**
- Then the ... **occurred** ...
- ... the **emergency centre** and ... **rescue workers** ...
- ... was the only **survivor**.
- ... **confirmed** that ...
- ... **was slowly recovering** after ...

PROJECT

Natural disaster

- Work in groups.
 - Choose a natural disaster. Find its definition and some general information about it.
 - List the places around the world where this phenomenon occurs.
 - Describe a well-known example of such a disaster in Poland or abroad (when and where it occurred).

2 Make a poster or Power Point presentation. Don't forget to put some pictures and/or photos. Present your project to your classmates.



Wordlist

accommodation (n)	/əˌkɒməˈdeɪʃ(ə)n/	zakwaterowanie	natural phenomenon (n)	/ˌnætʃ(ə)rəl fəˈnɒmɪnən/	zjawisko naturalne
affect (v)	/əˈfekt/	oddziaływać, wpływać na	need (v)	/niːd/	potrzebować
affected (adj)	/əˈfektɪd/	dotknięty przez coś	T noisily (adv)	/ˈnɔɪzəli/	hałaśliwie
alive (adj)	/əˈlaɪv/	żywy	occur (v)	/əˈkɜː(r)/	zdarzać się, występować
T angrily (adv)	/ˈæŋɡrɪli/	gniewnie	one day (adv)	/ˌwʌn ˈdeɪ/	pewnego dnia
ash (n)	/æʃ/	popiół	pass (v)	/pɑːs/	mijać
T avalanche (n)	/ˈævələʊntʃ/	lawina	recover (v)	/rɪˈkʌvə(r)/	odzyskiwać siły
T badly (adv)	/ˈbædli/	źle	remember (v)	/rɪˈmembə(r)/	pamiętać
be struck by lightning	/bɪˈstrʌk baɪ ˈlaɪtnɪŋ/	być uderzonym przez piorun	rescue dog (n)	/ˈreskjʊː dɒɡ/	pies ratownik
bottom (n)	/ˈbɒtəm/	podnóże, dolna część	rescue worker (n)	/ˈreskjʊː wɜːkə(r)/	ratownik
T calmly (adv)	/ˈkɑːmli/	spokojnie	rise (v)	/raɪz/	podnosić się, wzrastać
T carefully (adv)	/ˈkeə(r)flɪ/	ostrożnie	roof (n)	/ruːf/	dach
cause (v)	/kɔːz/	spowodować	rowing boat (n)	/ˈrəʊɪŋ ˈbɔːt/	łódź wiosłowa
climb up (v)	/ˌklaɪm ˈʌp/	wspinać się, wchodzić do góry	safety (n)	/ˈseɪfti/	bezpieczeństwo
collapse (v)	/kəˈlæps/	runąć, zawalić się	sand bag (n)	/sænd ˈbæg/	worek z piaskiem
cover (v)	/ˈkʌvə(r)/	przykrywać	save (v)	/seɪv/	ratować
completely (adv)	/kəmˈpliːtli/	całkowicie, zupełnie	search (v)	/sɜː(r)tʃ/	poszukiwać, przeszukiwać
confirm (v)	/kənˈfɜː(r)m/	potwierdzać	separate (v)	/ˈsep(ə)rət/	oddzielać
count (v)	/kaʊnt/	liczyć	skier (n)	/ˈskiːə(r)/	narciarz
damage (n)	/ˈdæmɪdʒ/	zniszczenia	sky (n)	/skaɪ/	niebo
destroy (v)	/dɪˈstrɔɪ/	niszczyć	soldier (n)	/ˈsəʊldʒə(r)/	żołnierz
devastate (v)	/ˈdevəˌsteɪt/	niszczyć, pustoszyć	step (n)	/step/	krok
disaster (n)	/dɪˈzɑːstə(r)/	katastrofa, klęska	T storm (n)	/stɔː(r)m/	burza
disaster zone (n)	/dɪˈzɑːstə(r) ˌzəʊn/	obszar ogarnięty katastrofą	strike (v)	/straɪk/	uderzać
dramatically (adv)	/drəˈmætɪkli/	dramatycznie	survive (v)	/sə(r)ˈvaɪv/	przeżyć
T earthquake (n)	/ˈɜː(r)θkweɪk/	trzęsienie ziemi	survivor (n)	/sə(r)ˈvaɪvə(r)/	ocalały
T easily (adv)	/ˈiːzɪli/	łatwo	temporary (adj)	/ˈtemp(ə)rəri/	tymczasowy
emergency (n)	/ˈɪmɜː(r)dʒ(ə)nsi/	nagły wypadek	then (adv)	/ðen/	wtedy
emergency centre (n)	/ˈɪmɜː(r)dʒ(ə)nsɪˌsentə(r)/	centrum ratownicze	T thunder and lightning (n)	/ˈθʌndə ɛn(d) ˈlaɪtnɪŋ/	grzmot i błyskawica
emergency services (n)	/ˈɪmɜː(r)dʒ(ə)nsɪˌsɜː(r)vɪsɪz/	służby ratownicze	T tornado (n)	/tɔː(r)ˈneɪdəʊ/	tornado, trąba powietrzna
equipment (n)	/ˈɪkwɪpmənt/	sprzęt, wyposażenie	towards (prep)	/təˈwɔː(r)dz/	w kierunku, w stronę
escape (v)	/ˈɪskeɪp/	uciekać	T tsunami (n)	/tsuːˈnɑːmi/	tsunami
evacuate (v)	/ˈɪvækjuet/	ewakuować	valuable (adj)	/ˈvæljuəbəl/	cenny
fall (v)	/fɔːl/	spadać	T volcanic eruption (n)	/vɒlˈkænɪk ˈɪrʌpʃn/	wybuch wulkanu
T fast (adv)	/fɑːst/	szybko	volcano (n)	/vɒlˈkeɪnəʊ/	wulkan
T flood (n)	/flʌd/	powódź	wave (n)	/weɪv/	fala
follow (v)	/ˈfɒləʊ/	podążać, śledzić	T well (adv)	/wel/	dobrze
gas (n)	/ɡæs/	gaz	wet (adj)	/wet/	mokry
grow (v)	/ɡrəʊ/	rosnąć	while (conj)	/waɪl/	podczas
T hailstones (n)	/ˈheɪlˌstəʊnz/	grad	T wildfire (n)	/ˈwaɪldˌfaɪə(r)/	szybko rozprzestrzeniający się pożar
T hard (adv)	/hɑː(r)d/	ciężko			
heavy snow (n)	/ˈhevi ˈsnəʊ/	silne opady śniegu			
T hurricane (n)	/ˈhʌrɪkən/	huragan			
in the end (adv)	/ɪn ðɪ ˈend/	w końcu			
injury (n)	/ˈɪndʒəri/	obrażenie, uraz			
T landslide (n)	/ˈlænd(ɪ)slaɪd/	osunięcie się ziemi, osuwisko			
later (adv)	/ˈleɪtə(r)/	później			
missing (adj)	/ˈmɪsɪŋ/	zaginiony			

USEFUL EXPRESSIONS

Anyway, how's your your family/ maths project?

I hope it's nice at the weekend.

I'm all right, thanks.
It's ... today, isn't it?
Not too bad!

A tak przy okazji, jak ma się twoja rodzina/jak tam twój projekt z matematyki?

Mam nadzieję, że będzie ładnie w weekend.

Nie, nie trzeba, dziękuję.
Jest bardzo ... dzisiaj, prawda?
Nie najgorzej.