

**1 Reorder the letters to find natural disasters. Then write Polish equivalents.**

- 1 RODANOT \_\_\_\_\_ - \_\_\_\_\_
- 2 ICERRANUH \_\_\_\_\_ - \_\_\_\_\_
- 3 UMISTAN \_\_\_\_\_ - \_\_\_\_\_
- 4 ODOLF \_\_\_\_\_ - \_\_\_\_\_
- 5 DILLADENS \_\_\_\_\_ - \_\_\_\_\_
- 6 ENAVLACAH \_\_\_\_\_ - \_\_\_\_\_

**2 Complete the text with the correct words. The first letters are given.**

Last night at about 11.30 pm, an earthquake (1) s\_\_\_\_\_ a small island in the Pacific Ocean. This is the second (2) n\_\_\_\_\_ disaster to hit the island in two years. Last March the north of the island had serious floods when the main river (3) b\_\_\_\_\_ its banks, destroying farmland and causing landslides. Last night, a few (4) s\_\_\_\_\_ we spoke to described how the earth shook (5) v\_\_\_\_\_ and reduced the centre of the island's main town to (6) r\_\_\_\_\_ within minutes. Many (7) v\_\_\_\_\_ are still trapped under the fallen buildings. Foreign (8) a\_\_\_\_\_ has already been promised by many countries and organisations should start to arrive shortly.

**3 Correct the words that are wrongly spelled. There is one word which is correct. Then use them to replace the words in italics in the sentences (1-5).**

- catastrophie - \_\_\_\_\_
- fenomanan - \_\_\_\_\_
- occurrence - \_\_\_\_\_
- rainforced - \_\_\_\_\_
- fullproof - \_\_\_\_\_

- 1 There is unfortunately no \_\_\_\_\_ way to predict natural disasters. *perfect*
- 2 If the volcano erupts again, it will be a \_\_\_\_\_ for the whole community. *complete disaster*
- 3 Earthquakes in this country are an unusual \_\_\_\_\_ . *phenomenon*
- 4 Buildings in earthquake zones are usually \_\_\_\_\_ to stand up to the shaking. *strengthened*
- 5 In Scandinavia, the lights in the night skies are a wonderful natural \_\_\_\_\_ . *experience*

**4 Use words from tasks 1-3 to write a short report of a natural disaster for a news column in a newspaper.**

*Last night, the people in ... had a big shock ...*

**5 Read the dialogue and complete it with the phrases given.**

far-fetched quite reasonable can never know depends on more likely made in the field

- Do you really think that one day we'll stop using cars that need petrol completely?
- Well, it (1) \_\_\_\_\_ science really, and the progress (2) \_\_\_\_\_ of car production. It's certainly possible.
- But surely it's a bit (3) \_\_\_\_\_ to think that we'll all be driving electric cars! They're so small and expensive.
- No, you (4) \_\_\_\_\_ what's going to happen in ten years' time. You should know that. Things change so fast. It's (5) \_\_\_\_\_ to think that scientists and car manufacturers will produce an electric car we can all afford.
- But it's (6) \_\_\_\_\_ that we'll just have a choice, isn't it? Electric or petrol?
- Let's wait and see.

**6 In your notebook, write sentences speculating on statements 1-3. Use some of the phrases from activity 5.**

- 1 One day, everyone will be able to travel to other planets.
- 2 In the future, no one will buy books anymore.
- 3 Sometime soon, cars will be banned from all city centres.

**7 Choose the correct alternatives to complete the sentences.**

- 1 Last night, I heard someone *climb/climbing* through the kitchen window. I ran into the kitchen, and Ken was stuck half in and half out! He'd forgotten his keys!
- 2 I watched the decorators *paint/painting* the room for a while and then I got bored and went out to the shops.
- 3 I noticed an old man *drop/dropping* his wallet on the pavement, so I picked it up and ran after him.
- 4 When I got home, I could smell something *burn/burning*, and then I saw Tom *throw/throwing* a lot of old papers and magazines onto a small fire in the garden.
- 5 We all watched my brother *win/winning* the 100 metres race at school on Saturday.
- 6 I heard the teacher *call/calling* my name in the corridor and I looked round immediately.



# Unit 02 Disaster movies

**1 Complete the grids with the correct forms of the words in the columns.**

	ADJECTIVE(S)
stun (v)	
disappoint (v)	
repeat (v)	

	NOUN
combine (v)	
destroy (v)	
win (v)	

**2 Use words from the grids in activity 1 to complete the exchanges.**

- It's a pity. I expected a lot more from that director.  
– You're right. It was so \_\_\_\_\_.
- Did you hear? The film has been put forward for a top award.  
– I know. It'll definitely be a \_\_\_\_\_.
- I loved the film. One moment, I was laughing, and the next I was crying.  
– Yes. It's a very clever \_\_\_\_\_ of comedy and tragedy.
- Did you like the special effects in the film?  
– I did. I thought they were \_\_\_\_\_.

**3 Match words from both columns. Then use the phrases in the correct forms to complete the film review.**

A	B
mixed	the top
get caught	effects
box-office	the case
cutting-edge	out
let it	reviews
over	hit
come	up in
this will be	down
special	technology



Liam Sander's new film 'White Rainbow' received  
 (1) \_\_\_\_\_ from the critics when it  
 (2) \_\_\_\_\_ last year, and I fear  
 (3) \_\_\_\_\_ with his most recent film  
 'Breakers'. Sander hasn't had a (4) \_\_\_\_\_  
 for over five years despite his use of (5) \_\_\_\_\_  
 in unusual filming techniques. 'Breakers' comes across  
 as being a bit (6) \_\_\_\_\_ with the  
 special effects (they're everywhere!), and I also feel the  
 performances of the main actors (7) \_\_\_\_\_

a little – these actors have done much better in past films. The storyline about a scientist who (8) \_\_\_\_\_ a plot to murder the President is never very believable. Not one to watch in my opinion!

**4 Write a short review of a disaster film you have recently seen for your school magazine, using some words and expressions from activities 1–3.**

*Are you thinking of going to see ...? Well, ...*

**5 Choose the correct words to complete the sentences. Then match opinions and examples from A and B.**

wrong I'd got to what reckon take  
look instance for

**A**

- \_\_\_\_\_ I think is that no one can really know when a quake is going to happen.
- There's nothing \_\_\_\_\_ with driving an electric car.
- \_\_\_\_\_ prefer city centres to be traffic free.
- I \_\_\_\_\_ climate change is getting a lot worse.

**B**

- You've only \_\_\_\_\_ look at the amount of flooding today.
- For \_\_\_\_\_, people could get special buses into town.
- \_\_\_\_\_ the new Toshiba for example. It's really cool!
- \_\_\_\_\_ at the disaster that happened in Haiti, \_\_\_\_\_ example.

**6 Use two phrases from A and two from B in activity 5 to give your opinion and an example in answers to these questions.**

- Should TV news reports show people suffering after a disaster?  
\_\_\_\_\_
- Should charity organisations have special campaigns to raise money for disaster victims?  
\_\_\_\_\_

## 7 Complete the sentences with the correct present forms of the verbs given.

look think have see

- I \_\_\_\_\_ the doctor later this morning about my headaches.
- I \_\_\_\_\_ what you mean, but is it really true?
- What \_\_\_\_\_ (you) about the new reality TV show on Saturday?
- I \_\_\_\_\_ about your suggestion. I'll give you an answer tomorrow.
- That new jacket \_\_\_\_\_ lovely on you!
- Why \_\_\_\_\_ (you) at me like that?
- I \_\_\_\_\_ a great time here, I don't want to go back.

## 8 Use the verbs given in the correct forms to complete parts of plot summaries.

- At the beginning of the film Jack \_\_\_\_\_ (be) in his room when the door \_\_\_\_\_ (fly) open, and his uncle \_\_\_\_\_ (come) into the room.
- After Pete \_\_\_\_\_ (be) to his friend's party, he \_\_\_\_\_ (go) to a night club with Annie.
- Jamie \_\_\_\_\_ (wait) in the car park. He \_\_\_\_\_ (receive) an e-mail from Greta asking him to bring the bag they found.

## 9 Imagine you are telling your friend about a film you have just seen. In your notebook, describe the main points of the story. Use the correct present verb forms.

You must see '...'! It starts in ...  
It's mainly about a ... who ...  
One of the best points is when ...  
I also loved the part when ...

## 10 You are going to read a TV review about a documentary called 'Life After Armageddon'. Would you be interested in watching a documentary with this title?

I would/wouldn't be interested because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 11 Check the meaning of the words below in your dictionary or go to [www.macmillandictionary.com](http://www.macmillandictionary.com).

escapist outbreak pandemic burn out  
gridlock zeal

## 12 Read the review. Then answer the questions (1-6).

### Would YOU survive?

#### A

If you fancy getting scared to death, then you can't miss the documentary 'Life After Armageddon' tonight at 8.30 on Channel 7. The title speaks for itself, but if you think this is just another of those 'what might happen if ...' movies, you would be wrong. This is very powerful television indeed. There have been a large number of films made about what life could be like after a global catastrophe has killed billions of people, and destroyed society as we know it today. However, these are most often over-the-top violent action thrillers that are quite unrealistic, and because of that, they are safe, escapist entertainment. 'Life After Armageddon', on the other hand, is quite frighteningly real, and I imagine that tomorrow morning there will be a fair number of people down at the supermarket, stocking up on bottled water and tinned food!

#### B

The documentary tells the story of what happens to a normal family from Los Angeles in the weeks and months following the outbreak of an imagined flu pandemic. The disease runs out of control and kills millions and millions of people worldwide. Apparently,

a pandemic like this would probably burn itself out within about ninety days, but it's what could happen to society in the meantime that is terrifying. The family start by trying to wait out the pandemic, but eventually give in to the instinct to run and leave the city. The documentary follows their journey from terrorised city streets, along gridlocked roads, through the desert on foot and finally to the forming of a simple community based on fear and religious zeal. This teaches to survive in the way people did two hundred or so years ago. It leaves us with some questions though. Is this new, simple life better than what we have now? And how close are we to it?

#### C

What this documentary shows is not a fictional adventurous description of life after a global catastrophe, but something that could very easily really happen. When Hurricane Katrina devastated New Orleans, there were reports of events similar to those shown in this documentary. Perhaps the most frightening thing of all is to see how quickly we return to our animal instincts once the thin surface of civilisation has been torn away.

Which paragraphs (A-C) mention the following:

- the probable length of a typical pandemic
- movies about life after a disaster
- details about when to see the programme
- the journey of an American family
- a real natural disaster
- what viewers might do after watching the documentary

## 13 Imagine you are a member of the family in the documentary. What do you need to take with you to survive your journey? You can only take what you can carry. Give reasons for your choices.

I would take ..., because ...



## USE OF ENGLISH

**5** Read the text about an adventurer. Decide what parts of speech the missing words are. Then complete the text.



Volcanoes are an amazing sight when they erupt. Huge volumes of ash shoot upwards darkening the sky (1) \_\_\_\_\_ hours or even days. Lava flows down the mountain slopes, destroying everything in its path, and the mountain glows red and gold in the night sky. Even when an active volcano is (2) \_\_\_\_\_

erupting, it is still (3) \_\_\_\_\_ dangerous place and you can look down into the volcano from above, and see the hot golden lava and feel the intense temperatures. So what makes someone want (4) \_\_\_\_\_ descend as close as he possibly (5) \_\_\_\_\_ to the heart of the volcano? Geoff Mackley, an extreme adventurer from New Zealand, decided he wanted to do it and spent ten years planning the adventure. He achieved his goal when (6) \_\_\_\_\_ October 2010 he used ropes to climb down into the Marum Volcano on the island of Vanuatu, and his video on Youtube shows (7) \_\_\_\_\_ happened. He and his team climbed to an incredible 100 yards from the swirling lava. Obviously, they wore special clothing to (8) \_\_\_\_\_ themselves against the extreme heat and poisonous gases, (9) \_\_\_\_\_ Geoff said later that the main worry had (10) \_\_\_\_\_ falling rocks as they climbed down. What a way to get up close to nature!

**6** Go online and watch the video described in activity 5 on YouTube. Some people have said the video might be a fake, but Mackley denies this. What's your opinion?

## GET READY FOR SPEAKING

**7** Complete these expressions, often used when speculating about a picture.

all imagine would that as looks have  
must feeling be

- 1 I \_\_\_\_\_ say the people are having a great time, because ...
- 2 I \_\_\_\_\_ it's some sort of walking tour, because ...
- 3 They \_\_\_\_\_ feel quite chilly because ...
- 4 They might \_\_\_\_\_ been walking for a long time so they're probably \_\_\_\_\_ pretty tired ...
- 5 It's not \_\_\_\_\_ clear, but it looks \_\_\_\_\_ if ...

- 6 They could \_\_\_\_\_ on a school trip of some sort ...
- 7 It \_\_\_\_\_ like a very beautiful area ...
- 8 In \_\_\_\_\_ probability, they're going to ...

**8** In your notebook, write a description of the picture. Then answer the questions below. Use some of the expressions from activity 7.



- 1 How do you think the man is feeling at the moment?
- 2 How important do you think it is for people to spend time close to nature? Why do you say that?
- 3 Describe the last time you had a holiday or break in the countryside.

## WRITING

**9** Read the exam task below. Then search online for some examples of different walking tours you can go on.

*Niedawno wróciłeś/wróciłaś z pieszej wycieczki klasowej śladami polskich cudów natury. Opisz miejsce, które najbardziej utkwiło ci w pamięci.*

*Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu.*

- Walking tour 1: \_\_\_\_\_  
Walking tour 2: \_\_\_\_\_  
Walking tour 3: \_\_\_\_\_



**10** Decide which types of scenery you want to write about. Check in your dictionary for two or three new words you can use to describe the aspects below.

Colours: *golden, azure blue,* \_\_\_\_\_  
Sounds: *whisper of leaves, bird song,* \_\_\_\_\_  
Smells: *scent of flowers, fresh grass,* \_\_\_\_\_  
Air: *clean, pure, fresh,* \_\_\_\_\_

**11** Write your description for the exam task in activity 9.

- **Interrupting**
- **Dealing with interruptions**
- **Getting back to the topic**

**1** Read the dialogues and decide whether the phrases in bold are formal (F) or informal (I). Which can we use in both formal and informal situations (F+I)?

- 1 – **Sorry to butt in**, but I think there's something you should know.
- OK, **go ahead**.
- 2 – **I'm sorry to interrupt**, but I'd like to point out that ...
- **Let me finish, please!**
- 3 – **I'd like to jump in here if that's OK?**
- Sure. What do you want to say?
- 4 – **I don't mean to be rude, but I'm afraid I have to point out that** time is short.
- Thank you for reminding me. Let's get to the point.
- 5 – **Excuse me, but I have to stop you there.**
- There's no way we can ...
- **If you could wait just one moment, please.**
- 6 – **Can I come in here please?** I ...
- **Just hang on a second.** I'd like to finish this first.

**2** Read the dialogue where someone is telling a story about an earthquake. Ignore the gaps and underline phrases where a speaker is trying to return to his/her story.

- It was a terrible experience! It happened late at night, and we were all in bed ...
- *(interrupt)* \_\_\_\_\_ !
- *(don't accept interruption)* \_\_\_\_\_ !
- *(say why you're interrupting)* \_\_\_\_\_ !
- OK, maybe you weren't in bed, but the rest of us were. Now to get back to what I was saying, it must have been about 11.15 when ...
- *(interrupt/correct)* \_\_\_\_\_ !
- All right. 11.30 then. Now, where were we? OK, yes we heard an enormous noise. It was the wardrobe falling ...
- *(interrupt/add information)* \_\_\_\_\_ !
- As I was saying, the furniture was falling over and it was dangerous to try to get out of the room, so we hid under the bed until the shaking stopped. And before you interrupt me again, I know you tried to climb out of the window – that's why you got hit on the head by the curtain rail!

**3** Read the dialogue in activity 2 again and use phrases from activities 1 and 2 and your own words to complete the gaps according to the clues in brackets.

**4** Write two short dialogues to situations A and B.

**A** You are trying to tell a friend the story of a disaster film you have recently seen, but another friend keeps interrupting to correct you or add something.

- *(name the film and the stars)* \_\_\_\_\_
- *(interrupt to add information about the stars/correct)* \_\_\_\_\_
- *(return to describing story)* \_\_\_\_\_
- *(interrupt to ask a question)* \_\_\_\_\_

**B** Imagine you are teachers at a teachers' meeting. You are trying to tell the other teachers about an event that happened while you were supervising a mountain walk with the students. Another teacher who was also there keeps trying to interrupt you.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**USEFUL PHRASES**

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**Culture & fun**

Read the quiz questions and choose the correct options.

- 1 When did Hurricane Katrina hit New Orleans?  
a) 2003      b) 2005      c) 2008
- 2 Which volcano destroyed Pompeii?  
a) Vesuvius      b) Etna      c) St.Helen's
- 3 Which city in the USA had a terrible earthquake in 1906?  
a) Los Angeles      b) New Orleans      c) San Francisco
- 4 Which country was hit by a terrible tsunami in 2004?  
a) Japan      b) Indonesia      c) Thailand
- 5 Volcanic dust from a volcano in which country prevented planes flying in 2010?  
a) Russia      b) Finland      c) Iceland
- 6 What is the name of the scale that measures earthquakes?  
a) Faraday      b) Richter      c) Beaufort

## Revision

### 1 Complete the sentences with the correct words.

- There have been terrible w\_\_\_\_\_ in some regions of California recently, and extensive areas of forest have burnt down.
- A 'twister' is what the Americans call the natural p\_\_\_\_\_ that we know as a tornado.
- The p\_\_\_\_\_ of the film was quite complicated and I couldn't follow it. There were far too many characters.
- An old lady was robbed in the High Street last night. The v\_\_\_\_\_ is still in shock.
- In times of d\_\_\_\_\_, thousands of people can die from lack of water.

5

### 2 Complete the mini-dialogues with the correct words. The first parts are given.

- A – The film about the tsunami was terrifying. Imagine being somewhere there, watching the wave reduce the coastal cities to ru\_\_\_\_\_.
- I know – I think it was a real *nail-*\_\_\_\_\_ ending too. I was on the edge of my seat!
- B – Some people thought it was a bit too *sen*\_\_\_\_\_, a bit over-the-top, but I thought it was actually quite believable!
- And I learned a lot. For example, I didn't know there were so many *ac*\_\_\_\_\_ volcanoes in the world and that the gases coming from them can be *poi*\_\_\_\_\_.

5

### 3 Complete the sentences with the correct forms of verbs.

touch wait call laugh practise

- A – Is Pete at school today?  
– Well, I saw him \_\_\_\_\_ at the bus stop on the way to school.
- B – What's the matter?  
– Ugh! I felt something \_\_\_\_\_ my foot. I think it was a spider!
- C – Did I hear someone \_\_\_\_\_ my name?  
– No, no one in here did.
- D – I went into the studio for a few moments this morning and watched Ben and Maria \_\_\_\_\_ their parts for the school play last night. They're very funny.  
– I thought I heard some people \_\_\_\_\_ when I went past!

5

### 4 Complete the sentences with the correct forms of verbs in brackets.

- Tony \_\_\_\_\_ (have) a shower at the moment.
- This meal \_\_\_\_\_ (taste) delicious! Well done!
- Your new perfume \_\_\_\_\_ (smell) like roses.
- \_\_\_\_\_ (you, think) we should do this homework together?
- Exercise 6 \_\_\_\_\_ (look) very difficult to me.

5

#### If your score is

- 1–10 – Not good! It is a very good idea to revise all the material again.  
11–16 – Not bad, really! Check your mistakes and correct them.  
17–20 – Excellent! Try the Extension section now for more exercises.

## Extension

### 1 Match the parts of the expressions. Then, in your notebook, replace the fragments in italics.

- |              |                         |
|--------------|-------------------------|
| too silly    | time again              |
| counter      | standard                |
| time and     | other people's opinions |
| be not up to | the danger of           |
| go on        | for words               |

- We sent the laptop back, because it *had a lot of faults*.
- Helen dressed up as Spiderman and she looked *ridiculous*.
- Countries are creating flu vaccines to *fight against* possible pandemics.
- I've told her *repeatedly* not to touch my computer.
- You need to have your own ideas and not just *rely on* what other people think.

5

### 2 Complete the collocations with the correct adjectives. Use the clues in brackets.

- The \_\_\_\_\_ waterfall showered us with icy water. (quickly falling water)
- We followed the \_\_\_\_\_ river across the plains to the sea. (not flowing in a straight line)
- It would be easy to get lost in a \_\_\_\_\_ forest. (very thick)
- I love the wildness of the coast with its rough seas and \_\_\_\_\_ cliffs. (not smooth)
- We stayed for several days by a peaceful, \_\_\_\_\_ lagoon. (isolated)

5

### 3 In your notebook, combine the following sentences. Start with the subjects, followed by verbs of senses.

- Something bit me on the arm. I felt it.
- He played his guitar and sang. I listened to him.
- The boys argued for a long time. I watched them for a while, and then walked away.
- Jim broke the window. I saw him.
- The children played in the garden at lunchtime. I heard them.

5

### 4 Complete the dialogue with verbs in the present simple or continuous forms.

see look think have have

- What are you doing here?  
– I (1) \_\_\_\_\_ a rest.  
– (2) \_\_\_\_\_ (you) problems with your homework again today?  
– Yes, it (3) \_\_\_\_\_ quite difficult, and I don't really understand it.  
– I (4) \_\_\_\_\_ you should ask the teacher about it.  
– Yes. I (5) \_\_\_\_\_ him this afternoon.

5

#### If your score is

- 1–10 – Not good! Read the material more carefully.  
11–16 – Quite good. You just need a little more practice.  
17–20 – Very good! You are a fast learner.