

#### GROUP A: EARTHQUAKE



You are a radio reporter present at the scene of an earthquake. Prepare to make a live radio report on the current situation. Use the prompts below and your own ideas to describe the details:

- where you are at the moment
- what disaster has affected the area
- when the disaster struck
- what damage it has caused so far
- what kind of aid is being/has been offered to the victims
- what your impressions of the disaster area are

USEFUL LANGUAGE

*at the epicentre*  
*be imminent*  
*be a likely occurrence*  
*be destroyed in the quake*  
*can feel/see/hear/watch sth happen(ing)*  
*dig in the rubble*  
*evacuate the area*

*feel the earth shake violently*  
*leave the danger zone(s)*  
*pull survivors from the rubble*  
*reduce to rubble*  
*rescue teams*  
*save lives*  
*dig in the rubble*  
*search for victims*

#### GROUP B: FLOOD



You are a radio reporter present at the scene of a flood. Prepare to make a live radio report on the current situation. Use the prompts below and your own ideas to describe the details:

- where you are at the moment
- what disaster has affected the area
- when the disaster struck
- what damage it has caused so far
- what kind of aid is being/has been offered to the victims
- what your impressions of the disaster area are

USEFUL LANGUAGE

*be imminent*  
*be a likely occurrence*  
*burst its banks*  
*can feel/see/hear/watch sth happen(ing)*  
*cover the area*  
*evacuate the area*  
*flood the area*

*giant wave*  
*go to higher ground*  
*leave the danger zone(s)*  
*rescue survivors from the flooded area*  
*rescue teams*  
*save lives*  
*search for victims*

#### GROUP C: VOLCANIC ERUPTION



You are a radio reporter present at the scene of a volcanic eruption. Prepare to make a live radio report on the current situation. Use the prompts below and your own ideas to describe the details:

- where you are at the moment
- what disaster has affected the area
- when the disaster struck
- what damage it has caused so far
- what kind of aid is being/has been offered to the victims
- what your impressions of the disaster area are

USEFUL LANGUAGE

*be imminent*  
*be a likely occurrence*  
*be covered in volcanic ash*  
*can feel/see/hear/watch sth happen(ing)*  
*dig in the rubble*  
*evacuate the area*  
*feel the earth shake violently*  
*leave the danger zone(s)*

*pull survivors from the rubble*  
*poisonous clouds of gas*  
*rescue teams*  
*save lives*  
*search for victims*  
*spill lava and ash*  
*throw ash into the air*  
*throw lava out onto surrounding areas*

#### GROUP D: TORNADO



You are a radio reporter present at the scene of a tornado. Prepare to make a live radio report on the current situation. Use the prompts below and your own ideas to describe the details:

- where you are at the moment
- what disaster has affected the area
- when the disaster struck
- what damage it has caused so far
- what kind of aid is being/has been offered to the victims
- what your impressions of the disaster area are

USEFUL LANGUAGE

*be imminent*  
*be a likely occurrence*  
*be approaching*  
*can feel/see/hear/watch sth happen(ing)*  
*carry debris and dust*  
*dig in the rubble*  
*evacuate the area*  
*feel a violent gust of wind*

*leave the danger zone(s)*  
*move round in circles*  
*pull survivors from the rubble*  
*reduce to rubble*  
*rescue teams*  
*save lives*  
*search for victims*  
*throw things into the air*

**STUDENT A**

You are a film producer. You are planning to make a disaster movie with an amateur director. It is called 'Avalanche Busters'. In your opinion, it is potentially a box office hit.

Talk to your friend, an influential film reviewer, and try to convince him/her that 'Avalanche Busters' deserves to become a blockbuster.

In the discussion, include answers to the following questions:

- How did the director come up with the idea for the movie?
- What's the plot summary? (use the notes below)
- What actors would you want to use and why?
- What features make your film a potential box office hit?

**Plot summary**

- two male friends
- one of them about to get married
- run a small hostel for mountain hikers
- organise snowmobile rides for tourists
- a massive avalanche strikes
- a skiing resort at the foot of the mountains under snow
- communication with the outside world cut off
- their girlfriends trapped in the resort – the men don't realise this



- they try to save as many lives as possible
- the avalanche keeps causing damage, which makes rescue efforts extremely difficult
- they come up with a clever idea

**STUDENT B**

You are an influential film reviewer. You have just seen a preview of a disaster movie by an amateur director. It is called 'Tidal Wave Busters'. In your opinion, it is potentially a box office hit.

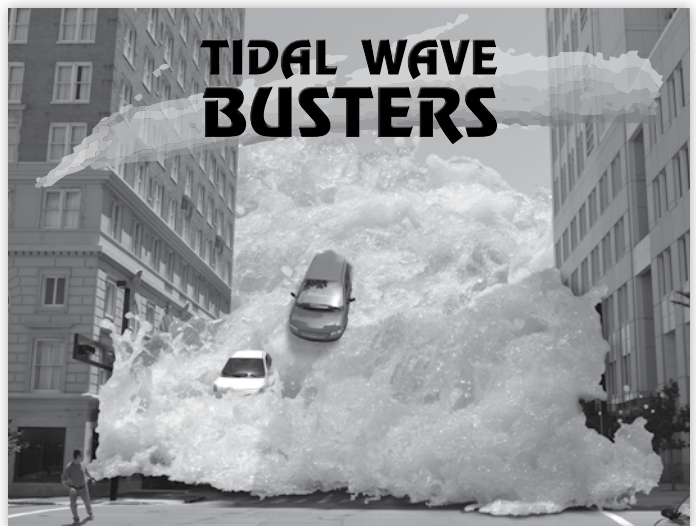
Talk to your friend, a film producer, and try to convince him/her that 'Tidal Wave Busters' deserves to become a blockbuster.

In the discussion, include answers to the following questions:

- How did the director come up with the idea for the movie?
- What's the plot summary? (use the notes below)
- Who are the cast and what do you think of their acting?
- What features make this film a potential box office hit?

**Plot summary**

- a mad scientist
- learns how to cause massive tidal waves
- wants to destroy the biggest cities on the US coast
- two journalists – a man and a woman (a former oceanographer and a former police officer)
- used to be married, now divorced



- decide to reunite to stop him
- discover his connections with terrorists
- one city gets reduced to rubble
- the woman's new boyfriend is one of the victims
- the journalists try to save the other two cities

- 1 **Work in pairs. Do the quiz. Then check the answers with the teacher. What other interesting scientific facts about oceans and seas can you share with your classmates?**

## FACT OR FICTION?

- 1 There are three oceans on the Earths.
- 2 Oceans and seas cover about 30% of the Earths' surface.
- 3 The Earth's oceans are all connected to one another.
- 4 No other planet in our solar system, except the Earth, has oceans and seas.
- 5 250 million years ago, all the current continents formed one supercontinent surrounded by a single ocean.

- 2 **Read the text and explain how the quote by Vincent Van Gogh relates to the content of the first and last paragraphs.**

*The fishermen know that the sea is dangerous and the storm terrible, but they have never found these dangers sufficient reason for remaining ashore.*

Vincent Van Gogh

It can hardly be denied that the secrets of oceans have captured our imagination for centuries and there seems to be no end to this. Artists get inspired by their charm, tourists get attracted by their beauty, sailors and fishermen get addicted to their marine lifestyle, and scientists get involved in explaining the mysteries hidden in oceanic depth.

<sup>1</sup>\_\_\_\_\_ The content of salt in water is referred to as its salinity. As it varies from one sea to another, the saltiest water can be found in the Red Sea and the Persian Gulf. In order to understand why these areas have such a high level of salinity, we need to explain in the first place how oceanic waters get salty. Mineral salts contained in rocks and soil of the river bed are absorbed by water flowing in rivers.

Thus, when the water flows into oceans and seas, river water is slightly salty already. <sup>2</sup>\_\_\_\_\_ In the case of the saltiest waters of all in the Red Sea and the Persian Gulf, the evaporation rate is very high, and very little fresh water flows in. On the other hand, in the polar regions, where lots of polar ice melts, and there is a lot of rainfall, water is considerably less salty.

Another interesting aspect of marine life which remains of great scientific interest are the waves. <sup>3</sup>\_\_\_\_\_ The wind is only responsible for creating the waves on the surface of the water.

Despite appearances, they never move horizontally, but in an upward and downward direction. Just watch a floating buoy go up and down with a wave to understand how it works.

<sup>4</sup>\_\_\_\_\_ Finally, tides, defined as the

regular rise and fall of large bodies of water, are triggered by the gravitational interaction between the Earth and the Moon. The Moon attracts masses of water and makes them bulge out towards it. At the same time, on the opposite side of the globe, the Earth is being pulled in the direction of the Moon and away from the water. <sup>5</sup>\_\_\_\_\_ The Earth rotation, which occurs during this process, explains why high and low tides occur twice daily.

The question of how many other mysteries remain hidden in the oceans awaiting discovery and explanation is hard to predict, but the secrets revealed by scientists so far have made the mystery of oceans even more appealing. Despite all the dangers posed by oceanic waters, we feel naturally drawn to explore them.

- 3 **EXAM TASK** *Przeczytaj uważnie powyższy tekst, z którego usunięto pięć zdań. Dobierz brakujące zdania (A–F), tak aby otrzymać spójny i logiczny tekst. W każdą lukę (1–5) wpisz literę, którą oznaczone jest brakujące zdanie. Jedno zdanie podane zostało dodatkowo i nie pasuje do żadnej luki.*

- A On the other hand, tsunamis (also known as tidal waves) are caused by underwater earthquakes, volcanic eruptions and landslides.
- B As a result, sea levels rise causing high tides.
- C One of the secrets they try to unveil is connected with the taste of oceanic waters.
- D Seeing white-topped waves and dramatic rough seas makes you recognise the real power of the tides.
- E Then, this water leaves the oceans by evaporating, but the salt remains.
- F Interestingly, not all of them are caused by the wind.

- 4 **Work in groups of 3. Imagine you are at a photographic exhibition at an art gallery. Which of these pictures of the sea do you like most and why? Which of them would you put on the wall of:**

- a your bedroom?      b your classroom?      c a tourist information office?      d a seaside café?

**Discuss and explain your choices using the vocabulary in the box.**

rough (sea)    choppy (sea)    stormy (sea)    smooth (sea)    calm (sea)  
white-topped (waves)    tranquil (beach/place)    secluded (beach/place)  
picturesque (scenery/view)    breathtaking (scenery/view)    dramatic (scenery/view)



# 10

## Speaking

### describing a picture

- 1 Work in pairs. Read the sample description of the photo below. Expand on the description and make it sound more sophisticated by using more advanced structures and more detailed vocabulary.



The photo shows a photographer who is taking a picture of penguins. I think it's a woman. She is wearing winter clothes. There's ice and snow everywhere. In my opinion, it is Antarctica.

- 2 Look at the photo on the right and prepare its description. Then, work in pairs and take turns to describe the picture. As you listen, note down all the advanced phrases and words used by your partner. Finally, compare your vocabulary lists and decide on the most interesting phrases.
- 3 Work in two groups (A and B). Create your own exam questions following the hints below. Group A, use the photo from activity 1, Group B - the photo from activity 2.



#### Why are you asking me this question? HINTS FOR CREATING GOOD EXAM QUESTIONS

- The student who answers Question 1 has to give his/her own interpretation of the situation in the picture.
- The student who answers Question 2 has to give his/her own personal opinion on the subject related to the topic of the picture.
- The student who answers Question 3 has to tell a (real or imaginary) story from the past related to the theme of the picture.

- 4 Work in pairs (A+B). Ask and answer the questions you created in activity 3. Take turns.

- 5 **EXAM TASK** Opisz poniższą ilustrację. Odpowiedz na pytania.



- 1 What do you think is going to happen next?
- 2 Would you like to visit a place like this? Why / Why not?
- 3 Tell us about the last time nature thwarted your plans.

- 1 Work in pairs. Read the phrases and explain their meaning. Use a dictionary if necessary. Then, name as many places as possible that you have visited, seen or heard of, which can be described using these words.

unique natural beauty

unspoilt and tranquil countryside

spellbinding views

picturesque open-air museum

beautifully situated residential area

breathtaking view

dramatic rugged cliffs

emerald valley

fast-flowing meandering rivers

vast open fields

mysterious dense forest

fresh water lake

grassy meadows

rocky snow-covered mountains

cascading waterfall

magnificent historic monuments

- 2 Work in pairs. Look at the picture and imagine you are there. Brainstorm and write down as many sentences as you can to describe your impressions of the place. Use the sentence patterns below and the vocabulary from activity 1. Then compare your sentences with another pair of students.



I can see/feel/hear/smell/taste ...

I get the impression that ...

The place is really one of a kind when you consider its ...

The beauty of the place, with its ..., can be compared to nothing else.

The place is renowned for its ...

What makes the place unique is its ...

It is ... that makes this place absolutely unforgettable.

- 3 Read the task below. Then, follow the description plan, and use the language from activities 1–2 to describe the place shown in the picture above.

Opisz miejsce, które odwiedziłeś/odwiedziłaś w trakcie ostatnich wakacji, i które urzekło Cię swoim pięknem.

**Introduction** give general information about the place, refer to your last holiday there

**Paragraph 1** } describe different features of the place, divide them into separate paragraphs,  
**Paragraph 2** } explain why each feature is so significant, focus on specific details and use descriptive language

**Conclusion** summarise and explain why you find this place so spellbinding.

- 4 **EXAM TASK** Przeczytaj polecenie i wypowiedz się na poniższy temat.

Niedawno przeczytałeś/przeczytałaś artykuł mówiący, że młodzież nie zna wyjątkowych miejsc – pomników natury – w Polsce i nie jest zainteresowana ich poznaniem. Zgadzasz się z tą opinią. Napisz **list do redakcji**, w którym wyjaśnisz, z czego wynika taka sytuacja i zaproponujesz, jak można by zwiększyć zainteresowanie przyrodą polską wśród Twoich rówieśników.

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

1 Complete the sentences with the appropriate words in the box. There are five extra words.

fuels   footprint   cups   flowers   plants   species   caps   fumes  
spices   handprint   habit   habitat

- According to a new scientific report, ice \_\_\_\_\_ are melting at an alarming rate.
- Despite the efforts of conservationists, the panda remains an endangered \_\_\_\_\_.
- Industrial \_\_\_\_\_ should be fined for illegal emissions.
- Fossil \_\_\_\_\_, such as coal or natural gas, are getting more and more expensive to extract from the Earth.
- Everyone has a responsibility to reduce their individual carbon \_\_\_\_\_.
- There is no point in jogging in the city centre unless you like a lot of noise and the smell of car exhaust \_\_\_\_\_.
- Many animals are losing their natural \_\_\_\_\_ as a result of deforestation.

2 Match the names of the natural disasters with the correct categories below. Some of the disasters match more than one category.

avalanche   drought   earthquake   flood   hurricane   landslide   tornado   tsunami

Problems related to water:	Problems caused by wind:	Problems caused by the earth moving:

3 Choose the right verbs to complete the following radio announcements.

- A small, local river **bursts** / **strikes** its banks ...
- The police **evacuate** / **pull** all the victims from the area.
- The local people **expect** / **live** under the constant threat of a volcanic eruption.
- A wildfire **rages** / **floods** out of control in the forests surrounding the city ...
- A violent earthquake **shakes** / **reduces** the capital city to rubble ...
- The police have **saved** / **evacuated** hundreds of lives.
- The earth **shook** / **spread** violently at the epicentre ...
- A child deliberately **starts** / **rages** a fire ...
- A huge river is about to **flood** / **water** the suburbs ...

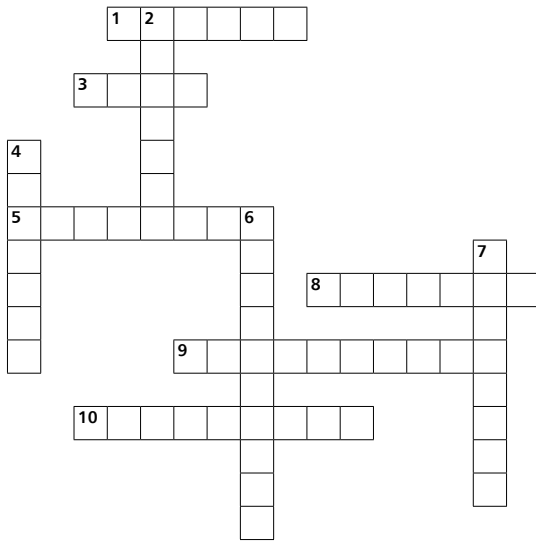
4 Match 1-8 with a-h and write your own sentences with each of the expressions.

- |              |                          |       |
|--------------|--------------------------|-------|
| 1 endangered | a management             | _____ |
| 2 insulate   | b responsibility         | _____ |
| 3 tackle     | c the problems           | _____ |
| 4 take       | d sites                  | _____ |
| 5 waste      | e species                | _____ |
| 6 drop       | f nuclear waste          | _____ |
| 7 store      | g rubbish in the streets | _____ |
| 8 landfill   | h houses                 | _____ |

5 Translate the Polish parts of sentences into English.

- \_\_\_\_\_ (*Najwyższy czas, żebyśmy zmienili nasze*) approach to environmental issues.
- Would your teachers rather you \_\_\_\_\_ (*więcej czytał*)?
- \_\_\_\_\_ (*Gdybym nie oglądała tak dużo telewizji w zeszłym tygodniu*), I wouldn't have failed the exam.
- If we had money, \_\_\_\_\_ (*zamontowalibyśmy panele słoneczne na dachu naszego domu*).
- I wish \_\_\_\_\_ (*żeby ludzie przestali używać samochodów a zaczęli korzystać ze środków transportu publicznego*).

### 1 Do the crossword.



#### ACROSS →

- 1 Sea levels are rising as a result of climate \_\_\_\_\_.
- 3 The opposite of 'common' is 'r\_\_\_\_\_ '.
- 5 You should \_\_\_\_\_ your house if you want to keep it warm in winter and cool in summer.
- 8 Solar power and wind power are both renewable energy \_\_\_\_\_.
- 9 Poor waste \_\_\_\_\_ has worsened sanitary conditions in the area.
- 10 Air \_\_\_\_\_ in Cracow is now reaching hazardous levels.

#### DOWN ↓

- 2 Smoking is h\_\_\_\_\_ to your health.
- 4 The noun form of 'able' is '\_\_\_\_\_ '.
- 6 The noun form of 'extinct' is '\_\_\_\_\_ '.
- 7 Another \_\_\_\_\_ is coming to Poland, with the highest temperatures being expected to exceed 38 degrees Celsius.

### 2 Complete the questions with the correct forms of the verbs in brackets. Use the second conditional. Then take turns to ask and answer the questions in pairs.

#### What would you do or think if you ...

- 1 \_\_\_\_\_ (see) a car parked in a bike lane?
- 2 \_\_\_\_\_ (witness) someone dumping household rubbish in a forest?
- 3 \_\_\_\_\_ (get) to know your friend is an animal trophy hunter and has a room full of stuffed animals?
- 4 \_\_\_\_\_ (find) an injured, stray puppy on your doorstep?
- 5 \_\_\_\_\_ (realise) that your neighbour was selling endangered species of snake illegally?

### 3 Use negative prefixes to form the opposites of the adjectives in brackets. Then tick the appropriate boxes in the table to show whether you agree with the statements or not. Make some notes to justify your opinions. Compare your views with another student.

	TRUE	FALSE	WHY? YOUR NOTES
1 Building nuclear plants is _____ (safe) for residents in the surrounding areas.			
2 It is _____ (responsible) to impose a strict vegetarian diet on children.			
3 It is _____ (possible) to ban cars from city centres.			

### 4 Imagine that you are a member of a scientific team whose task it is to design an ecological island in the middle of the Atlantic Ocean. What is the island going to be like? Prepare a short presentation including the sub-topics listed below. Make some notes to help you structure your presentation. Present your ideas to the other classmates. Have a vote for the most interesting project.

Houses

Transport

Waste management

Food and farming

Energy sources