

1

It's an emergency!

Vocabulary

accident ambulance cause (caused) cooker electricity
 heating million power rehearse (rehearsing) weird

Lesson 1 Reading

-  **Work in groups. Talk about power cuts.**
 - 1 What happens during a power cut?
 - 2 What things do you need in a power cut?
 - 3 Have you ever been in a power cut? What happened? How did you feel?
- Look at the text. Where is it from? How do you know?**
 - a the TV
 - a website
 - a newspaper
-  **1.1 Read and check. Find these features. Be a star!**
 - a headline
 - a subheading
 - a paragraph
 - a quote
- Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.**



Mystery power cuts hit millions

Mystery power cuts stop thousands of traffic lights and hit **millions** of homes. Why does this happen? The answer can sometimes be really weird ...



New York City in darkness

From our reporters around the world

1 A mystery power cut hit all of Kenya yesterday.

At 11.30 yesterday, there was no **electricity**. 4,700,000 homes had no **heating** and no food.

The power cut happened while students at a local school were **rehearsing** for a school concert. 'I was singing when suddenly all the lights went out,' said 11-year-old Joseph. 'It was so **weird**.'

2 A power cut hit thousands of houses in Nagano, Japan.

Across the country, people were making lunch. 'I was cooking soup when the power went off,' said Ema Sato. 'My **cooker** is electric, so it stopped working. We had to eat biscuits for lunch!'

25,000 traffic lights stopped working. 'The traffic lights went out when we were walking across the road,' said Miki Suzuki. 'And there was a car **accident**. An **ambulance** came but it didn't have to take people to hospital. They're OK.'

'The train went dark, a woman shouted and the train stopped – in the dark! It was really scary!'

3 What caused the power cut in New York?

Thirteen million people had no electricity for 13 hours. 12-year-old Aimie Sendak was travelling home. 'My train was leaving the station when the lights went out,' she said. 'The train went dark, a woman shouted and the train stopped – in the dark! It was really scary.'

4 A power cut caused a big problem at Kahului Airport in Maui, Hawaii.

There was no electricity, so people couldn't get off their planes. The problem lasted a few hours.

5 What caused all these power cuts?

Was it the weather? The answer is unusual – animals **caused** them!

- In Kenya, a little monkey jumped onto a power station at Gitaru, and fell into the machines. The monkey was OK, but the power cut lasted for four hours.
- Pigeons made a nest at a power station in Nagano and cut the power.
- A squirrel caused the power cut in New York. Squirrels cause the most power cuts in the USA – over a thousand across the country, every year!
- And the power cut in Hawaii? It happened because of a chicken!

1 Look and read.

Past continuous with past simple

He **was feeding** the elephant **when** it **escaped**.

He **wasn't watching** **when** it **ran away**.



2 Complete the sentences with the correct words in the box.

did / was doing went / was going had / was having watched / was watching
made / was making lost / was losing went / were going

I ¹ was doing my homework last night when I ² _____ all my work. It was a power cut! My brother ³ _____ TV when all the lights ⁴ _____ out. My dad ⁵ _____ dinner when the electricity ⁶ _____ off. My mum ⁷ _____ a shower when the water ⁸ _____ cold. It wasn't a good evening!

3 Work in pairs. Start and finish sentences. **Be a star!**

- **A** Look at page 144. **B** Look at page 146.
- **A** Choose a puzzle piece. Use the words to start a sentence using the past simple or past continuous.
- **B** Finish your partner's sentence. Then choose a puzzle piece and start a new sentence for your partner to finish.

I was rehearsing for a concert ...



... when the lights went out. When the cooker stopped working ...

Lesson 4 Language in use

1 1.2 Listen and say.



Vocabulary

alarm emergency experiment
fire drill fire engine smoke

- This is exciting! I like fire drills.
- Me, too.
- Why are you **wearing goggles**?
What were you doing when the alarm rang?
- It rang **while I was doing a science experiment**.
- Oh, I see.
- Why are you **wearing that old shirt**?
- It rang **while I was painting** in art class.
- Look! There's a fire engine!
- And there's smoke above your classroom.
- Oh, no! Smoke and a fire engine ...
- This is a real emergency!

Look! past continuous + **when** + past simple
past simple + **while** + past continuous

2 Complete the text with *when* or *while*.

There was a real emergency at school today! The fire alarm rang ¹ while I was doing a science experiment. Joe was painting ² _____ he heard it. Mr Carter took all our names ³ _____ we were standing outside. Suddenly, some students ran out of the building. They were rehearsing for a concert ⁴ _____ the alarm rang and they didn't hear it! A boy fell over ⁵ _____ he was running out of the building, but he wasn't hurt. Then a fire engine arrived. Three firefighters ran inside ⁶ _____ we were waiting in the playground. And then we saw the smoke!

3 Match the actions to the activities. Then make a new dialogue. **Be a star!**

wear a tracksuit carry a guitar carry a bucket wear headphones hold a knife and fork

have a music lesson do gymnastics have lunch clean the kitchen listen to music

- Why are you wearing a tracksuit? What were you doing when the alarm rang?
- It rang while I was doing gymnastics.

Lesson 5 Listening

Vocabulary

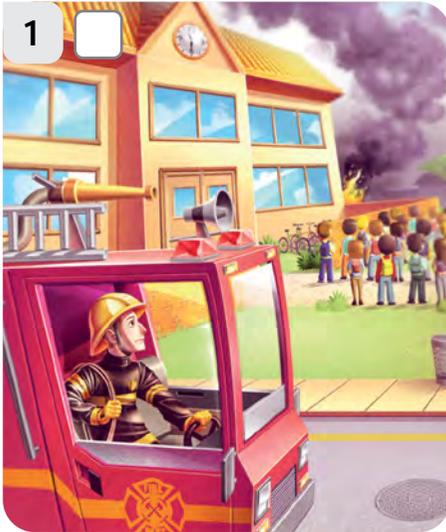
lifeboat life jacket rescue boat

- 1 Look at the pictures. Where are they?
Match the places to the pictures.

a at sea

b at school

c in space



- 2 1.3 Listen and check your answers. **Be a star!**
- 3 1.3 Listen again. Answer the questions for each dialogue.
- 1 What's the problem? 2 Do they need help?
- 4 1.3 Answer the questions. Then listen again and check.
- 1 a How many fire engines are there?
b Why aren't there any school dinners today?
c How do you think the firefighter feels now? Why?
- 2 a What can the astronaut see?
b Why does she need a torch?
c How do you think she feels now? Why?
- 3 a Where are they going?
b How many people are on the boat?
c How do you think the captain feels now? Why?
- 5 Work in pairs. Discuss the questions.
- 1 What other types of emergencies can you think of?
2 Have you ever been in an emergency? What happened?



What can you do to help in an emergency?

1  Look at the newspaper article on page 9 again. Find paragraph 2 and answer the questions.

- 1 What are the actual words that Miki said (direct speech)?
- 2 How can you recognise direct speech?
- 3 Why does the reporter use direct speech? Tick (✓) the best descriptions.

- | | | | |
|-------------------------------|--------------------------|-----------------------------|--------------------------|
| a It's accurate. | <input type="checkbox"/> | d It shows how people feel. | <input type="checkbox"/> |
| b It's dramatic and exciting. | <input type="checkbox"/> | e It's short. | <input type="checkbox"/> |
| c It's clear. | <input type="checkbox"/> | | |

2 A reporter interviewed Mark Kapinski about the power cut in New York. Find the answers in the reporter's notes below.

- 1 What were you doing when the lights went out?
- 2 What happened?
- 3 Where do you live?
- 4 What did you do?
- 5 Who helped during the emergency?
- 6 What's your name?
- 7 What did firefighter Joe Black say?
- 8 How did you feel?



Introduction

(Who? Where? What was he doing?)

Main body

(What happened? How did he feel?)

Conclusion

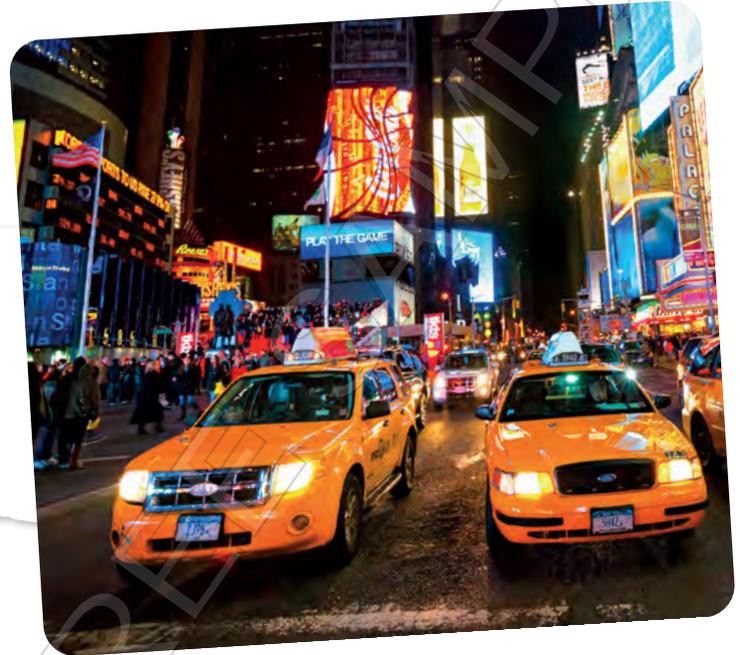
(How did it end? What did people say?)

- a) mark kapinski
- b) Brooklyn, New York
- c) 'walking home from football practice / lights went out'
- d) 'went completely dark / couldn't see or hear anything'
- e) 'sat down on a bench to look at the stars'
- f) 'not frightened, excited / beautiful night, lots of stars'
- g) police and firefighters worked through night
- h) 'power cut lasted thirteen hours / there were no accidents'

3 Work in pairs. Write a newspaper article about the interview. Remember to ... **Be a star!**

- give your article a headline.
- organise your article into an introduction, main body and conclusion.
- use direct speech.

A power cut hit New York last night. Mark Kapinski, from Brooklyn, New York, was walking home from football practice when ...



Working with words

Adjectives ending with *-ing* or *-ed*

Increase your vocabulary by adding **-ing** and **-ed** to some verbs to make adjectives. *-ing* is for things that cause the feeling: *The fire was terrifying.* *-ed* is for people and how they feel: *I was terrified!*



The fire was **terrifying**.
I was **terrified**!



It was really **frightening**.
I was **frightened**!

Underline the correct words.

I was ¹ surprised / surprising when the train stopped in the tunnel. At first, it was ² excited / exciting, but after a few minutes I felt a bit ³ worried / worrying. Suddenly, someone screamed. It was ⁴ terrified / terrifying. 'What's happened?' I shouted. 'Don't worry,' a woman explained. 'My little boy was ⁵ frightened / frightening and he touched my face.'

explain whisper

1 Look at the pictures. What's happening? Who are the people?



2 1.4 Match the sentences to the pictures. Then listen and check.

'I'm frightened. Our boat is sinking.'

1 'There's smoke coming from the engine.'

'Look! It's the rescue boat!'

'Everyone, put on a lifejacket please!'

3 1.4 Listen again. Match the sentences in Activity 2 to the ways of speaking.

a shout _____

b whisper _____

c scream _____

d explain 1

4 Work in pairs. Practise saying the sentences in Activity 2. Think about how you feel and speak.

5 1.5 Listen to the reporter's questions. Choose the best answer. Number in order.



Yes, I was really worried.

I'm a bit cold and tired.

I was terrified.

1

I was surprised and excited.

6 Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel. **Be a star!**

Captain: There's smoke coming from the boat. Please send a rescue boat.

Teacher: I can get life jackets for the children.



1 Read the task. What are the three parts of the problem?

You are the director of a rescue team. It's four o'clock in the morning. Last night Mike Dobbs was climbing Misty Mountain when he fell and broke his leg. He needs help from a doctor immediately. Then you need to get him back to base camp as quickly as possible.

2 Work in pairs. Look at the picture. What problems do you think there will be if you go to Misty Mountain ...

a on foot?



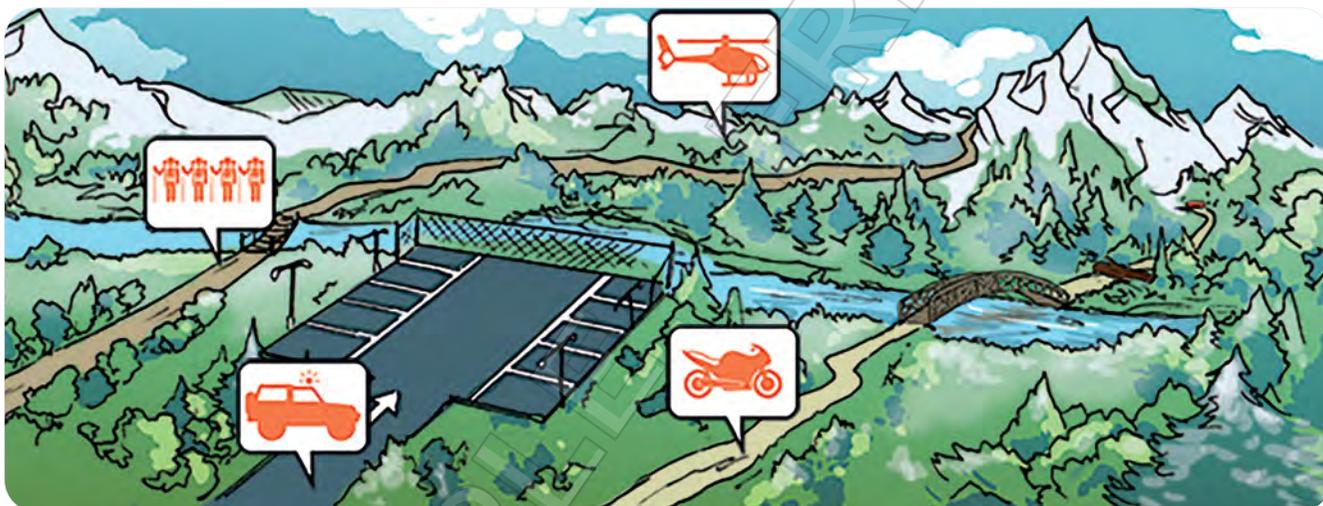
b by ambulance?



c by motorbike?



d by helicopter?



3 1.6 Listen and check your ideas. Take notes about the rescue plans.

Positive

Negative

1 climbing team can walk all the way

2 ambulance _____

3 motorbike _____

4 helicopter _____

4 Work in groups. What is the best way to rescue Mike Dobbs?

Discuss and solve the problem. You can use two forms of transport!

Be a star!

I think we should send ... first because ...