

## GETTING STARTED

## Shocking news

## THIS UNIT INCLUDES:

## VOCABULARY

Types of natural disasters  
Words to describe a natural disaster

## PRONUNCIATION

Stress in words ending in *-logy* and *-graphy*

## GRAMMAR

Passive voice: review  
Past perfect

## COMMUNICATION

Talking about a natural disaster  
Asking and answering questions about  
what to do when a natural disaster happens

## 1 Listen and read.

**Duong:** Did you watch the news last night?

**Nick:** No, I didn't. What's happened?

**Duong:** There was a typhoon in Nam Dinh Province.

**Nick:** What exactly is a typhoon? We don't get them in England.

**Duong:** It's a severe tropical storm.

**Nick:** Oh no! That's terrible! What time did it hit the area?

**Duong:** They said at about 10 a.m.

**Nick:** Was anyone injured?

**Duong:** Only a few minor injuries were reported. Most people had moved to safe areas when the storm broke.

**Nick:** That's a relief. Did it cause any damage to property?

**Duong:** It seems many houses and public buildings were destroyed or flooded, and thousands of people were left homeless.

**Nick:** That's awful! Despite all the modern technology available to us, we're still helpless against natural disasters. How is the government helping the people there?

**Duong:** They've sent rescue workers to free people who were trapped in flooded homes. Once the heavy rain stops, they'll start clearing up the debris. Medical supplies, food and rescue equipment have also been sent.

**Nick:** That's great! How about the people left without homes?

**Duong:** They've been taken to a safe place where temporary accommodation will be provided for them.

## Objectives:

By the end of this unit, students can:

- pronounce words ending in *-logy* and *-graphy* correctly in isolation and in context
- use the lexical items related to the topic 'Natural disasters'
- use the past perfect tense to talk about an action before a stated time or another action in the past
- read for specific information about a natural disaster in a news report
- talk about a natural disaster and what to do when it happens
- listen for specific information about a natural disaster in a news report
- write a news report on a natural disaster

## GETTING STARTED

### Shocking news

#### Introduction

Before Ss open their books, review the previous unit by asking them to take part in a quick game. Divide the class into two teams. Using a soft ball or rolled up ball of paper, have a student in Team A throw the ball to the other team, calling out an English speaking country, e.g., England. Whoever catches the ball must think of a thing or a place that country is famous for, e.g., Big Ben, London, Liverpool, afternoon tea, The Beatles, etc. Continue with other countries until the time is up.

Write the unit title on the board 'Natural Disasters'. Elicit any information Ss know about natural disasters by asking about natural disasters that have happened where they live or anywhere else in the world that they know of.

*'What was the natural disaster?'*

*'When did it happen?'*

*'Was there any damage to people or property?'*

**1** Let Ss open their books and look at the picture. Ask Ss questions about the picture:

E.g.

*Where are Duong and Nick? What are they talking about?*

*Which natural disasters can we see in the bubbles?*

Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at appropriate places if Ss need help with comprehension.



**a** Read the conversation again and fill the blank with no more than three words.

- Nam Dinh Province was hit by a severe \_\_\_\_\_.
- Only a few people were \_\_\_\_\_.
- The storm caused extensive \_\_\_\_\_ to property.
- Rescue workers have freed those who were \_\_\_\_\_ in flooded homes.
- The government has sent rescue equipment, food, and \_\_\_\_\_.
- People without homes will be provided with \_\_\_\_\_.

**b** Responding to news

Nick uses the expression 'That's terrible!' to react to the news of the tropical storm. Read the conversation again and find similar responses.

**2a** Write the responses into the correct columns. Then listen, check and repeat.

Wow!	How terrible!
That's great!	How wonderful!
Oh dear!	Oh no!
That's a relief!	That's shocking!
That's awful!	That's awesome!

Responding to good news	Responding to bad news

**b** Match the sentences (1-6) to the responses (a-f). Then practise the exchanges with a partner.

1. Mary and Tom are getting married in July.	a. Oh no!
2. I managed to pass the test!	b. How wonderful!
3. Many people died in the accident.	c. Wow!
4. They have invented a flying car.	d. That's a relief!
5. Our house was destroyed by the storm.	e. That's shocking!
6. Hospitals have refused to take in any more injured people.	f. That's awful!

**3** Match the natural disasters with the pictures. Then listen, check your answers and repeat. Can you add more?

A. volcanic eruption	B. tornado	C. flood	D. forest fire
E. earthquake	F. tsunami	G. mudslide	H. drought



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**4** Work in pairs. Ask and answer questions about common natural disasters in some areas in Viet Nam.

*Example:*

- A: Which are the most common natural disasters in Thanh Hoa?  
 B: Typhoons and floods.  
 A: How often do they happen there?  
 B: Typhoons happen there about three or four times a year, and floods about twice a year.

- a** Ask Ss to read each sentence and locate the information in the conversation, then choose suitable words/phrases to fill each blank. Ss work independently. Then allow them to share their answers before discussing as a class.

**Key:** 1. tropical storm 2. injured 3. damage  
4. trapped 5. medical supplies 6. temporary accommodation

- b** T models an exchange with a student by giving some bad news, 'My cat died,' and eliciting 'That's terrible!' from the student. Focus on intonation, stressing the first syllable of 'terrible'. Do the same with other Ss around the class. Encourage Ss to have fun exaggerating their intonation as they reply to T. Tell Ss to refer back to the conversation to find the other phrases. In pairs, Ss practise saying the phrases with correct intonation. (Play the recording again as a model if necessary).

**Key:** 1. Oh no! 2. That's a relief! 3. That's awful!

- 2a** First, have Ss work independently. Then allow them to share their answers before playing the recording for them to check. Play the recording for Ss to repeat the phrases. Remind Ss to pay attention to their intonation as they practise.

**Key:**

Responding to good news	Responding to bad news
Wow!	Oh dear!
That's great!	That's awful!
That's a relief!	How terrible!
How wonderful!	Oh no!
That's awesome!	That's shocking!



**Audio script:**

*Responding to good news:* Wow! That's great! That's a relief! How wonderful! That's awesome!

*Responding to bad news:* Oh dear! That's awful! How terrible! Oh no! That's shocking!

- b** First, have Ss work independently. Then allow them to share answers before T gives comments. Point out that some of the responses could fit more than one statement. If Ss can justify their choice, then accept it. Ask Ss to work in pairs, practising the exchanges with good intonation. T goes around the class to provide help.

**Key:** 1. b 2. d 3. f 4. c 5. a 6. e

- 3** First, have Ss work in pairs to match the words/ phrases to the pictures. Then allow them to share answers with another pair before playing the recording for them to check. Play the recording for Ss to repeat the words/phrases.

**Key:** 1. C 2. D 3. F 4. B 5. G 6. A 7. H 8. E



**Audio script:**

1. C: flood 2. D: forest fire 3. F: tsunami 4. B: tornado  
5. G: mudslide 6. A: volcanic eruption 7. H: drought 8. E: earthquake

- 4** Ask Ss which of these natural disasters can happen in Viet Nam. Then model this activity with a more able student. Next ask Ss to work in pairs. Go around to provide help. Call on some pairs to practise in front of the class.



## A CLOSER LOOK 1

### Vocabulary

- 1 Fill each blank with a suitable verb in the correct form from the box below. Then listen, check and repeat.

erupt	rage	collapse
strike	bury	shake



- Yesterday, a terrible storm \_\_\_\_\_ the rural area of Ha Giang Province.
- Villagers rushed into public shelters as soon as the volcano \_\_\_\_\_.
- Hundreds of buildings were completely destroyed when the earthquake \_\_\_\_\_ the city.
- The mudslide \_\_\_\_\_ the whole village while people were still sleeping in their houses.
- The forest fire \_\_\_\_\_ for eight hours and some animals were badly injured or killed.
- We managed to run out of the house into the street before the walls \_\_\_\_\_.

- 2 Match the verbs in column A to the nouns in column B. Then listen, check and repeat.

A	B
1. scatter	a. the village
2. take	b. debris
3. evacuate	c. the forest fire
4. provide	d. shelter
5. put out	e. aid

- 3 Now use the phrases in 2 in the correct form to complete the sentences.

- The rescue workers set up a camp to \_\_\_\_\_ for the flood victims.
- On the second day, there was a rainstorm which helped to \_\_\_\_\_.
- When the storm started, they \_\_\_\_\_ in a cave.
- As the tornado moved through the town, high winds \_\_\_\_\_ across the streets.
- The police had to \_\_\_\_\_ to public shelters before the volcano started to erupt.

### Pronunciation

Stress in words ending in *-logy* and *-graphy*

- 4 Listen and repeat these words. Pay attention to the stressed syllables.

technology	biology	geography
photography	apology	
ecology	biography	psychology

### REMEMBER!

For words ending in *-logy* and *-graphy*, place the stress on the third syllable from the end.

Example:

bi'ology      pho'tography



- 5 Listen and mark the stress on the correct syllable in the words below. Pay attention to *-logy* and *-graphy*.

- |                 |                |
|-----------------|----------------|
| 1. sociology    | 4. climatology |
| 2. zoology      | 5. astrology   |
| 3. bibliography | 6. demography  |

- 6 Read the following sentences and mark (') the stressed syllable in the underlined words. Then listen and repeat the sentences.

- We are studying the geography of Asia.
- I had a biology lesson this afternoon.
- They share a common interest in photography.
- A biography is a book that tells the story of someone's life, written by someone else.
- Zoology is the scientific study of animals and their behaviour.

## A CLOSER LOOK 1

### Vocabulary

- 1** Write the first verb *erupt* on the board and elicit the past tense from Ss, writing *erupted* on the board. Do the same with all the verbs. T may ask for a translation of the verbs to check their understanding. Leave them on the board as a reference. Then have Ss work independently to do the activity. Ask them to share their answers with one or more partners. Play the recording for Ss to repeat the sentences. With a stronger class, T may wish to ask Ss to make some more examples with the verbs in the box.

**Key:** 1. struck 2. erupted 3. shook 4. buried 5. raged 6. collapsed



#### Audio script:

1. Yesterday, a terrible storm struck the rural area of Ha Giang Province.
2. Villagers rushed into public shelters as soon as the volcano erupted.
3. Hundreds of buildings were completely destroyed when the earthquake shook the city.
4. The mudslide buried the whole village while people were still sleeping in their houses.
5. The forest fire raged for eight hours and some animals were badly injured or killed.
6. We managed to run out of the house into the street before the walls collapsed.

- 2** First, have Ss work independently. Then, ask them to share their answers with one or more partners. T may ask for translation of some phrases to check their understanding. Play the recording for Ss to repeat the phrases.

**Key:** 1. b 2. d 3. a 4. e 5. c



- Audio script:** 1. scatter debris 2. take shelter 3. evacuate the village  
4. provide aid 5. put out the forest fire

- 3** Have Ss complete the sentences individually, using the phrases in **2**. Then have some read out their answers before checking with the whole class. Confirm the correct answers.

**Key:** 1. provide aid 2. put out the forest fire 3. took shelter 4. scattered debris 5. evacuate the village

### Pronunciation

#### Stress in words ending in *-logy* and *-graphy*

- 4** Play the recording and ask Ss to listen and repeat the words, paying attention to the stressed syllables of each word. T may play the recording as many times as necessary. Explain the rule in the **REMEMBER!** box and ask some Ss to give some words ending in *-logy* and *-graphy*.
- 5** Ask Ss to work in pairs to practise saying the words and mark the stress on the correct syllable in each word. Then T plays the recording. Ss listen and check. T may pause after each word and ask them to repeat chorally. Correct their pronunciation if necessary.

**Key:** 1. soci'ology 4. clima'tology  
2. zo'ology 5. as'trology  
3. bibli'ography 6. de'mography

- 6** Ask Ss to work in pairs to mark the stress in the words and practise saying the sentences. Call some Ss to give the answers and say the sentences in front of the class. Then ask Ss to listen while T plays the recording. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation. If there is not enough time, after Ss mark the stress, play the recording for them, then check their answers and repeat the sentences.



- Audio script:** 1. We are studying the ge'ography of Asia.  
2. I had a bi'ology lesson this afternoon.  
3. They share a common interest in pho'tography.  
4. A bi'ography is a book that tells the story of someone's life, written by someone else.  
5. Zo'ology is the scientific study of animals and their behaviour.



## A CLOSER LOOK 2

### Grammar

#### Passive voice: review

#### REMEMBER!

We form the passive voice with the verb **to be** in the appropriate tense and form, and the **past participle** of the main verb. Only verbs which can take an object can be used in the passive.



**1** Read the conversation in GETTING STARTED and underline any sentences in the passive voice that you can find. Check your findings with a partner.

**2** Complete the sentences using the correct passive form of the verbs in brackets.

1. Debris (scatter) \_\_\_\_\_ across the countryside by the strong winds last night.
2. Ten new houses (build) \_\_\_\_\_ in the town every year.
3. Residents of flooded villages (take) \_\_\_\_\_ to a safe place last night.
4. In the future, natural disasters (predict) \_\_\_\_\_ accurately with the help of technology.
5. Food and medical supplies (deliver) \_\_\_\_\_ later this afternoon.

**3** Rewrite the following sentences using the correct passive voice.

1. Volunteers have given out food and blankets to homeless people.  
\_\_\_\_\_
2. So far, rescue workers have freed ten people trapped in collapsed buildings.  
\_\_\_\_\_
3. Did the storm destroy the whole village?  
\_\_\_\_\_
4. If the storm hits the area, it will cause a lot of damage.  
\_\_\_\_\_
5. They are going to organise a garden party to raise money for the victims of the flood.  
\_\_\_\_\_

#### Past perfect

**4a** Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

**Nick:** Was anyone injured?

**Duong:** Only a few minor injuries were reported. Most people had moved to safe areas when the storm broke.

#### (+) Positive

Subject + *had* + past participle

Example: I *had left* when they came.

#### (-) Negative

Subject + *had not/ hadn't* + past participle

Example: I *hadn't left* when they came.

#### (?) Questions:

*Had* + subject + past participle

*Had* + subject + *not* + past participle

*Hadn't* + subject + past participle

Example:

*Had you left* when they came?

*Had you not left* when they came?

*Hadn't you left* when they came?

#### \* Short answers to Yes/ No questions:

(+) Yes, subject + *had*.

(-) No, subject + *hadn't*.

Example:

*Had you left* when they came?

Yes, I *had*. / No, I *hadn't*.

**b** When do we use the past perfect? Can you think of any rules?

We use the past perfect to describe an action before a stated time in the past.

#### Example:

People *had managed* to leave the flooded villages by 11 o'clock last night.



We use the past perfect to describe an action that happened before another action in the past.

#### Example:

People *had already left* the flooded villages when rescue workers arrived.



## A CLOSER LOOK 2

### Grammar

#### Passive voice: review

Ask if Ss remember how to form the passive voice. T may ask one student to write the form on the board and have other Ss give examples.

If they do not remember well, ask Ss to read the **REMEMBER!** box. Draw Ss' attention to how the passive voice is formed by analysing the rule. Then ask some more able Ss to give some examples to illustrate this.

- 1 Ask Ss to read the conversation in **GETTING STARTED** again and underline all instances of the passive voice that they can find. Then, ask them to share their findings with one or more partners before checking with the whole class.

#### Key:

Was anyone injured?

Only a few minor injuries were reported.

It seems many houses and public buildings were destroyed or flooded, and thousands of people were left homeless.

They've sent rescue workers to free people who were trapped in flooded homes.

Medical supplies, food and rescue equipment have also been sent.

They've been taken to a safe place where temporary accommodation will be provided for them.

- 2 Have Ss work independently. Then, ask them to share their answers with one or more partners. Ask some Ss to say their answers aloud. Confirm the correct answers.

#### Key:

1. was scattered

2. are built

3. were taken

4. will be predicted

5. will be delivered/are going to be delivered

- 3 Invite two Ss to write the sentences on the board while other Ss write the sentences in their notebooks. Ask some Ss to give comments on the sentences on the board. Confirm the correct sentences.  
For a class that needs more support, model the first sentence for Ss. Have Ss write the next two sentences and correct them carefully. The rest can be done as homework.

#### Key:

1. Food and blankets have been given out to homeless people (by volunteers).

2. Ten people trapped in collapsed buildings have been freed (by the rescue workers) so far.

3. Was the whole village destroyed (by the storm)?

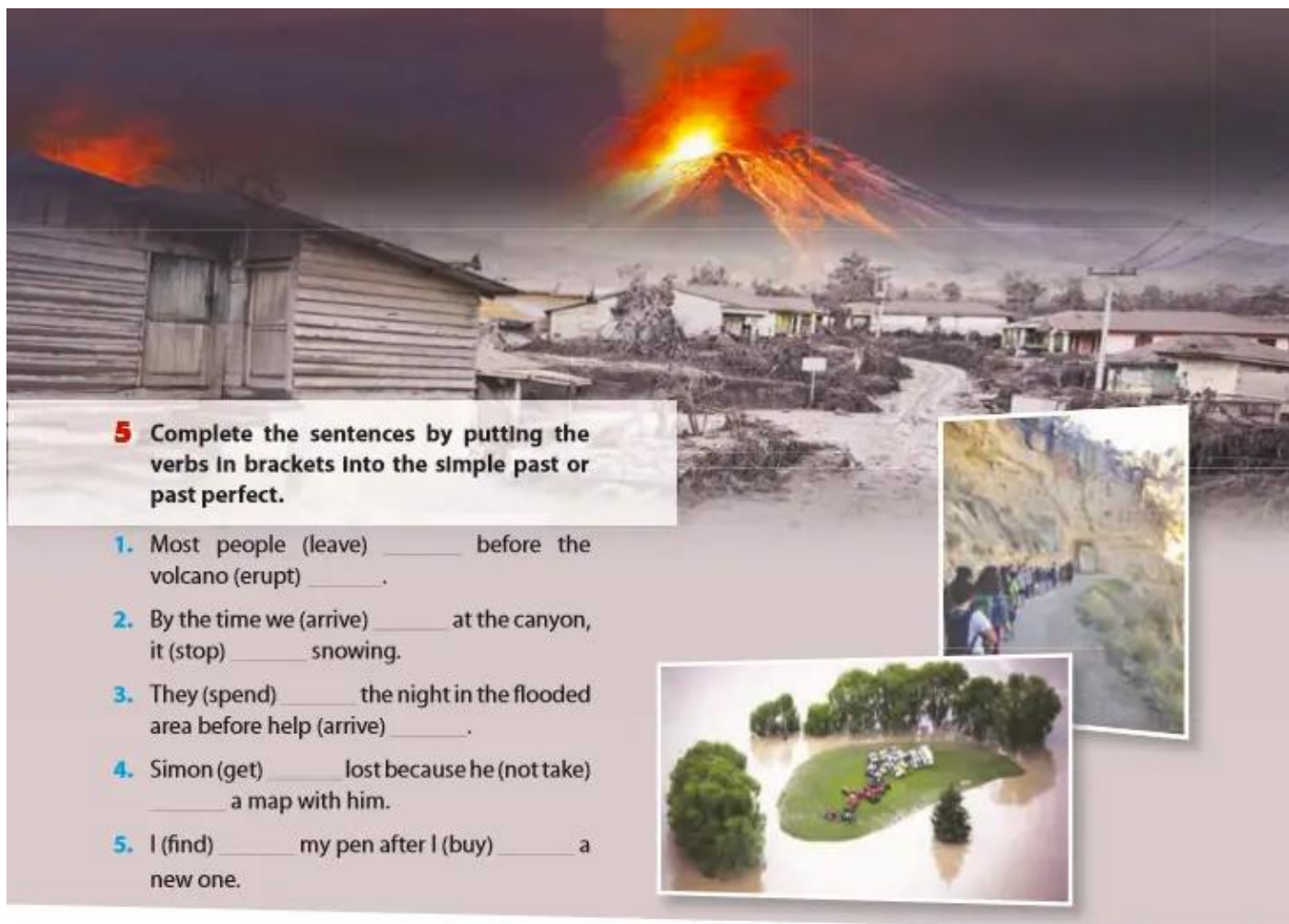
4. If the area is hit by the storm, a lot of damage will be caused.

5. A garden party is going to be organised to raise money for the victims of the flood.

#### Past perfect

- 4a Ask Ss to read part of the conversation from **GETTING STARTED**, paying attention to the underlined part. Then, refer to the yellow box, explaining the form of the past perfect tense and going through the examples.
- b Now ask Ss to think about the rules for the past perfect tense. First, try to elicit them from Ss. Then go through the rules in the boxes by analysing the examples given. Then ask Ss to give some more examples of their own.





**5 Complete the sentences by putting the verbs in brackets into the simple past or past perfect.**

1. Most people (leave) \_\_\_\_\_ before the volcano (erupt) \_\_\_\_\_.
2. By the time we (arrive) \_\_\_\_\_ at the canyon, it (stop) \_\_\_\_\_ snowing.
3. They (spend) \_\_\_\_\_ the night in the flooded area before help (arrive) \_\_\_\_\_.
4. Simon (get) \_\_\_\_\_ lost because he (not take) \_\_\_\_\_ a map with him.
5. I (find) \_\_\_\_\_ my pen after I (buy) \_\_\_\_\_ a new one.

**6 Work in pairs. Ask and answer the following questions about you.**

**Example:**

**A:** What had you learned to do by the time you started primary school?

**B:** By the time I started primary school, I had learned how to ride a bike.

1. What had your mother done when you got up last Sunday?  
\_\_\_\_\_
2. What had you done before you went to bed last night?  
\_\_\_\_\_
3. What had already happened when you arrived at school today?  
\_\_\_\_\_
4. What had you done before you left school yesterday?  
\_\_\_\_\_
5. What had happened by the time you finished your home work yesterday?  
\_\_\_\_\_

**7 GAME**

Work in two teams. Take turns to give reasons why you were pleased/ upset/ happy/ angry, etc. Use the past perfect for the event that had happened. Each correct sentence gets one point. The team with the most points wins.

**Example:**

On my birthday, I was very pleased because I had received a nice present.

Last Tuesday I was annoyed because I had missed the school bus.



- 5** First, have Ss work independently. Then, ask them to share their answers with one or more partners. Ask some Ss to say their answers aloud. T gives comments, and makes any correction if available.

**Key:**

**1.** had left, erupted

**2.** arrived, had stopped

**3.** had spent, arrived

**4.** got, hadn't taken

**5.** found, had bought

- 6** First, ask Ss to prepare their answers independently. Then model the activity by asking a student one of the given questions. Ask Ss to work in pairs. T may go around to provide help. Call some pairs to practise in front of the class.

- 7** Model the game with the whole class first. Divide the whole class into two teams (e.g. left side and right side). Then allow members from the two teams to take turns in giving reasons why they were pleased/ upset/ happy/ angry, etc. Count the correct sentences to find the winning team.

If time does not allow, T can choose either activity **6** or **7** for Ss to do.



## COMMUNICATION

### Extra vocabulary

climate change

victims

in charge

## YOUR VIEWS ON NATURAL DISASTERS

- 1** Listen to a radio programme on *4Teen News*. Then fill the gaps with the words you hear.

Welcome to 'Nature and You.' Today we have asked our listeners around the world to call us to express their views on these two questions:

- Are there more natural disasters now than there were in the past?
- Are we prepared to deal with natural disasters?



Sarah

I think there are more natural disasters now than there used to be. Whenever I watch the news on TV, I see places that are (1) \_\_\_\_\_ or affected by drought. I'm certain this is the result of climate change and global (2) \_\_\_\_\_.



Peter

I don't think that there are more natural disasters now than in the past. But more are being reported on the news in shorter time periods. We've seen them so often on the news that we've become (3) \_\_\_\_\_ to them.



Nubita

I think recent earthquakes and tsunamis just show how (4) \_\_\_\_\_ we are to deal with them. Despite all the technology and knowledge available to us nowadays, many people become victims of natural disasters.



Linh

I don't think we can prepare for natural disasters as nobody knows when or where they are going to strike. It's Nature's way of (5) \_\_\_\_\_ us who is in charge and that we should show more respect to the natural environment.



- 2** Read the listeners' views on natural disasters again and decide who you agree with and who you disagree with.

- 3** Answer the two questions. Express your own views and write them down below.

---



---

- 4** Work in pairs. Now compare your views with a partner. Do you share the same views?



## COMMUNICATION

### Your views on natural disasters

Before Ss open their books, ask them to work in groups to discuss the question 'Can we prevent natural disasters with the help of modern technology?'

Help Ss understand the meanings of the words in **Extra vocabulary**, and any other words from the text you think they won't know, by using examples, definitions or even translations.

- climate change = a permanent change in weather conditions
- victim = a person who has been attacked, injured or killed as the result of a crime, a disease, an accident, etc.
- in charge = in a position of having control or responsibility for sb/sth

- 1** First, have Ss read the interview and guess what the missing word for each gap in the interview is. Write the Ss' ideas on the board. Ask Ss to say which question each person is answering (*Sarah and Peter: the first question; Nubita and Linh: the second question*). Then play the recording. The first time, ask Ss to close their books and listen only. Then play the recording again and allow Ss to fill the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording a final time to allow pairs to check their answers. Refer Ss back to the ideas on the board and decide together if all of them are possible options. If time is limited, T may play only the sentences that include the information Ss need for their answers.

**Key:**

1. flooded      2. warming      3. used      4. unprepared      5. reminding



**Audio script:**

Welcome to 'Nature and You.' Today we have asked our listeners around the world to call us to express their views on these two questions: 'Are there more natural disasters now than there were in the past?' and 'Are we prepared to deal with natural disasters?'

- Hi, I'm Sarah from Sydney, Australia. I think there are more natural disasters now than there used to be. Whenever I watch the news on TV, I see places that are *flooded* or affected by drought. I'm certain this is the result of climate change and global *warming*.

- Hello, I'm Peter from London, England. I don't think that there are more natural disasters now than in the past. But more are being reported on the news in shorter time periods. We've seen them so often on the news that we've become *used* to them.

- Hi, everyone, I'm Nubita from Tokyo, Japan. I think recent earthquakes and tsunamis just show how *unprepared* we are to deal with them. Despite all the technology and knowledge available to us nowadays, many people become victims of natural disasters.

- Good evening everyone, I'm Linh from Ha Noi, Viet Nam. I don't think we can prepare for natural disasters as nobody knows when or where they are going to strike. It's Nature's way of *reminding* us who is in charge and that we should show more respect to the natural environment.

- 2** Ask Ss to decide whose opinions they agree with and who they disagree with. Ss make notes of the reasons for their decision.
- 3** Have Ss make notes of their answers to the two questions in the interview. Remind Ss that it does not matter what their answers are, and that it is more important that they justify their answers. T may go around to provide help.
- 4** Ask Ss to work in pairs to share their answers with a partner. Encourage each pair to negotiate for the same views. If time allows, have some Ss report on their answers. Otherwise, move around the class while Ss do this activity and give assistance.



## SKILLS 1

### Reading

- 1** Read an article about how to prepare for a natural disaster. Look at the words in the box, then find them in the article and underline them. What do they mean?

essential guidelines    wreak havoc emergency    destructive

Natural disasters can be destructive; they can wreak havoc across large areas and cause loss of life or damage to property. We cannot prevent natural disasters, but we can prepare for them. The first step is to learn about the risks in your area and read the information about natural disasters on local government sites. Next, find out what the rescue and emergency workers advise. These people have been trained to deal with disasters, have been through lots of them and know how to help. Make sure you have all the emergency contact numbers entered in your mobile phone. It is also important that you put together an emergency supply kit. Your emergency supply kit should include food, water, medications, personal hygiene items, copies of personal documents and some money. You may also need some extra clothing if you live in a cold climate. Natural disasters can force people to leave their homes so you should also become familiar with the guidelines for evacuation. Plan safe places to meet your family and get to know the evacuation routes and shelters.

- 2** Read the article again and answer the questions.

- Why are natural disasters destructive?
- What is the first thing to do to prepare for natural disasters?
- What should you enter in your mobile phone? Why?
- What items should an emergency supply kit include?
- What do you need to know in case of evacuation?

### Speaking

- 3a** Read the news reports (A-C) and match each one to the correct picture (1-3).



**A.** A tornado hit a small town in Missouri at 9 a.m. yesterday. People said the sky darkened very quickly. The winds were so strong that trees, cars and even houses were picked up and carried for miles. As local TV and radio stations had issued an early warning, most of the residents had had time to take shelter underground or in basements.

**B.** A powerful earthquake struck the north-east of Japan at 4 p.m. last Monday. Although Japan has the most advanced warning system, there had been no early warning for this one and people were not prepared. Suddenly the ground started moving. The shaking continued for a few minutes and became stronger. People began running away from buildings as walls started to collapse.

**C.** Mount Sinabung in Indonesia erupted again two days ago. From where we were standing, we could see a big cloud of ash coming from the top of the mountain. As the lava ran down the volcano's sides, it destroyed everything in its path. By the next morning, several villages around Mount Sinabung were buried in ash and debris.

- b** Work in pairs. Each pair can choose one of the reports in **3a**. Role-play telling each other about the news. Use the example below.

*Example:*

- A:** Did you watch the news last night?  
**B:** No, I didn't. What's happened?  
**A:** There was a powerful earthquake on Monday.  
**B:** That's shocking! Where was it?

...

- 4a** Make a list of things to do before, during and after each of the disasters in your area. You can read the article in **1** again for ideas.

Disasters	Things to do		
	Before	During	After

- b** Discuss what you should do in the event of a natural disaster in your area. Use the information from the table above.

*Example:*

- A:** What should you do to prepare for floods in your area?  
**B:** First, I'll make sure I have a disaster plan ...  
**A:** What should you do during a flood?  
**B:** During a flood, I should try to get to higher ground as quickly as possible ...



## SKILLS 1

### Introduction

Before Ss open their books, ask the question: 'What can we do to prepare for a natural disaster?' See if any Ss can come up with some ideas. Make notes on the board. As an option, this could be done in Vietnamese with T showing how to express these ideas in English. Now have Ss open their books.

### Reading

- 1** Ask Ss to scan the article to find where the words/ phrases *wreak havoc*, *essential*, *destructive*, *guidelines*, and *emergency* are in the article. Ask if Ss know the meanings of the words/ phrases. If they do not, T may help Ss work out the meanings of these words from the article. T can also explain the words/ phrases.

#### Suggested answers:

- *wreak havoc*: do great damage or harm to somebody/something
- *essential*: necessary
- *destructive*: causing major damage, from the verb *destroy*
- *guidelines*: rules or instructions telling you how to do something, especially something difficult
- *emergency*: a suddenly serious and dangerous event or situation

- 2** T may set a longer time limit for Ss to read the article again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

#### Key:

1. Because they can wreak havoc across large areas and cause loss of life or damage to property.
2. Learn about the risks in your area and read the information about natural disasters on local government sites.
3. Enter all the emergency contact numbers in your mobile phone so you can call the rescue and emergency workers if necessary.
4. Your emergency supply kit should include food, water, medications, personal hygiene items, copies of personal documents and some money.
5. We need to know the evacuation routes and shelters.

### Speaking

- 3a** First, ask Ss to read each news report. T may help with the new vocabulary. Then ask Ss to match each news report to the correct picture. Have some Ss read out their answers before checking with the whole class.

Key:            1. C                      2. B                      3. A

- b** First, remind Ss of the responses they practised in **GETTING STARTED**, e.g., *That's shocking!*; refer them back to this section if necessary. Now ask Ss to work in groups of three and role-play telling each other about one of the news reports in **3a**. T may go around to provide help. After finishing, T may call on some groups to do the role-play in front of the class.
- 4a** Ask Ss what disasters often happen in their area. Elicit the answers from Ss and choose two disasters that happen the most. Divide the class into two groups; each will discuss one disaster. Ss work in pairs within each group to discuss and write down what to do before, during and after this disaster. Move around the class to help Ss if necessary.
- b** Now have Ss form new pairs: one student from each group above. Have Ss ask and answer questions about the things they should do in the event of each disaster they had discussed in **a**. If time allows, invite some pairs to demonstrate their conversations in front of the class.



## SKILLS 2

### Listening

**1** Listen to the news report and correct the following statements.

1. A typhoon hit Nghe An Province early this morning.
2. Only a few people were seriously injured in the storm.
3. There wasn't any damage to property in Cua Lo, a coastal town in Nghe An.
4. The storm had not weakened when rescue workers arrived in the area.
5. According to the weather bureau, the area will be rain-free over the next few days.

**2** Listen again and complete the data chart.

Type of natural disaster	Typhoon
What is this disaster?	A powerful storm with severe (1) _____ and heavy rain.
When and where did the disaster occur?	- At about 11 p.m. - In Nghe An Province
What are the effects of this disaster?	- Dozens of people were seriously injured. - Hundreds of others became (2) _____. - Extensive (3) _____ was caused to property, including homes and businesses. - Heavy rain is expected to continue and (4) _____ warnings have been issued.
What has been done to help the victims of the disaster?	- Rescue workers have freed people trapped in collapsed or damaged homes. - Rescue workers are clearing up the (5) _____. - Rescue equipment, as well as food and medical supplies have already been sent there. - People left homeless have been taken to safe areas. - Temporary (6) _____ will be built to house them.

### Writing

**3** Have you or one of your family members experienced a natural disaster? Make notes about it in the table below. Alternatively, you can write about a natural disaster you have read about.

Type of natural disaster	
What is this disaster?	
When and where did the disaster occur?	
What are the effects of this disaster?	
What has been done to help the victims of the disaster?	

**4a** Use your notes in **3** to write a news report.



**b** Swap news reports with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final news report to the class.

## SKILLS 2

### Listening

- 1** Remind Ss about listening for keywords in statements. Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

*Key:*

1. A typhoon hit Nghe An Province last night.
2. Dozens of people were seriously injured in the storm.
3. There was extensive damage to property in Cua Lo, a coastal town in Nghe An.
4. The storm had already weakened when rescue workers arrived in the area.
5. According to the weather bureau, heavy rain will continue over the next few days.



#### *Audio script:*

Nghe An Province was badly affected again when a typhoon hit the area last night. The storm began at around 11 p.m. and raged throughout the night. Dozens of people were seriously injured and hundreds of others were left homeless. The severe winds caused extensive damage to property, including homes and businesses, particularly in Cua Lo, a coastal town in Nghe An. The storm had already weakened by the time emergency workers arrived in the area. Rescue operations have started and many people trapped in collapsed or damaged buildings have been freed. Workers are now clearing up the debris left behind by the severe storm. The government has already sent rescue equipment to Nghe An, as well as food and medical supplies. People left homeless have been taken to safe areas, where temporary accommodation will be built to house them. The weather bureau has issued flood warnings for Nghe An and nearby provinces as heavy rain is expected to continue over the next few days.

- 2** First, ask Ss to work in pairs to discuss the missing word for each gap from the information they have heard in **1**. Then play the recording again and allow Ss to fill the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording a final time to allow pairs to check their answers. If time is limited, T may play only the sentences that include the information Ss need for their answers.

*Key:*

1. winds      2. homeless      3. damage      4. flood      5. debris      6. accommodation

### Writing

- 3** Ask Ss to make notes about a natural disaster they or one of their family members have experienced in the given table. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class.

- 4a, b** Set up the writing activity. Remind Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss can use the chart in **3** as a model for their report. T may still need to provide some help with the language necessary for writing.

Ask Ss to write a draft report first. Then have them write their final version in class or at home, depending on time allowed. If they write in class, they can also do it in pairs or groups. T may display all or some of the reports on the wall/ board and invite other Ss to give comments. Ss edit and revise their reports as homework.

Note that the audio script provides a good model of a news report. This structure can be used to write another news report.



## LOOKING BACK

### Vocabulary

**1** Match the words (1-6) to their definitions (A-F).

Words	Definitions
1. drought	A. a violent storm with very strong winds which move in a circle
2. mudslide	B. a huge wave that can destroy towns near the sea
3. flood	C. a long period when there is no rain and not enough water for people, animals and plants
4. tsunami	D. a large amount of water covering an area that is usually dry
5. tornado	E. a sudden, violent shaking of the Earth's surface
6. earthquake	F. a large amount of mud sliding down a mountain, often destroying buildings and injuring or killing people below



**2** Use the words from the box in the correct form to complete the sentences.

scatter take evacuate put out provide

- Emergency workers \_\_\_\_\_ the village when the river flooded the area.
- Rescue workers are still trying to \_\_\_\_\_ the forest fires.
- The strong winds forced the climbers to \_\_\_\_\_ shelter.
- Many countries have \_\_\_\_\_ food and other material aid to the hurricane victims.
- Debris from collapsed buildings was \_\_\_\_\_ across the whole area.

### Grammar

**3** Decide which of the sentences can be changed to passive voice. Write them down. Explain why two of them cannot.

- Mr Smith will collect the tickets.
- The students put on a play at the end of term.
- Jim is always late for work.
- Julie took the message.
- A local artist painted the picture.
- They arrived at the theatre at 8.30 p.m.

**4** Match the two parts to make complete sentences.

- |                                    |  |
|------------------------------------|--|
| 1. After our plane had landed,     | a. we learnt they had lost our reservation.  |
| 2. We found out the train had left | b. until I decided to study abroad.          |
| 3. When we got to the hotel,       | c. before I finished eating my meal.         |
| 4. I had never really travelled    | d. we waited an hour for our luggage.        |
| 5. The waiter had taken my plate   | e. I noticed I had left my pass at home.     |
| 6. As I stepped onto the bus,      | f. ten minutes before we got to the station. |

**5a** Imagine five bad things that happened to you yesterday, and write them down.

*Example:*

- Someone stole my bike.
- My sister broke my computer.

**b** Work in groups. Add time clauses to your sentences as the following examples.

Remember to use the past perfect.

When I woke up yesterday morning, somebody had stolen my bike.

When I got home yesterday, my sister had broken my computer.

## LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the **Finished! self-assessment** statements at the end of this lesson. Ss should check how well they did on each question and use that information when filling the self-assessment.

### Vocabulary and Grammar

For **1, 2, 3** and **4**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

**Key:**

- 1** 1. C 2. F 3. D 4. B 5. A 6. E
- 2** 1. evacuated 2. put out 3. take 4. provided 5. scattered
- 3** 1. The tickets will be collected (by Mr Smith).  
2. A play was put on (by the students) at the end of term.  
3. The sentence cannot be written in the passive because its main verb *is* is not a transitive verb.  
4. The message was taken (by Julie).  
5. The picture was painted by a local artist.  
6. The sentence cannot be written in the passive because its main verb *arrive* is not a transitive verb.
- 4** 1. d 2. f 3. a 4. b 5. c 6. e

**5a** First, ask Ss to work individually writing down, or inventing five bad things that happened to them yesterday. Then allow them to share the sentences with a partner.

**b** Ask Ss to work in groups. Remind them to add time clauses and use the past perfect with their sentences. Then ask each student to take turns to say out their sentences to the members of their group. T may go around to provide help.



## Communication

- 6** Read the news headlines. In pairs, use the expressions from the box in GETTING STARTED to respond to them.

Six-year-old rescued from forest fire by pet dog	Temporary accommodation set up for volcano victims
Hundreds of homes damaged or destroyed in Haiti by tornado	One million dollars raised for typhoon victims in the Philippines so far
Earthquake survivors found under debris after ten days	Debris finally cleared by rescue teams

### Example:

- A:** It says here that a six-year-old girl was rescued from a forest fire by her pet dog.  
**B:** Wow! That's amazing!

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use words and phrases for different types of natural disasters</li> <li>use the past perfect tense</li> <li>pronounce words ending in <i>-logy</i> and <i>-graphy</i> with correct stress</li> <li>talk about what to do before, during and after a natural disaster</li> <li>write a news report on a natural disaster</li> </ul>			

## PROJECT

# A HELPING HAND

- 1** These are activities aiming to provide aid for victims of natural disasters. Write a phrase to describe each picture.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

- 2** Work in groups. Imagine you are members of a volunteer team who are going to provide aid for the victims of a natural disaster. Work out a plan for your team.

- 3** Share your plan with other groups. Vote for the best plan.

## Communication

- 6 First, model this activity with a more able student. Then ask Ss to work in pairs, using the expressions from the box in **GETTING STARTED** to respond to the news headlines. T may go around to provide help. Call on some pairs to practise in front of the class.

## Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

### PROJECT

#### A helping hand

- 1 Ask Ss to look at the pictures and use the phrases they have learnt in Unit 9 to describe each picture. Then allow them to share answers before checking with the whole class.

#### *Suggested key:*

1. providing (food/ medical...) supplies
  2. clearing up debris
  3. freeing trapped people
  4. setting up temporary accommodation (for the victims of a disaster)
  5. repairing houses/ buildings
  6. evacuating the village/ town ... to a safe place/ area
- 2 Ask Ss to work in groups discussing how to work out a plan to help the victims of a natural disaster for their teams. Remind them to write their plan on a large piece of paper. If there is enough time, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework if they need more time.
- 3 When Ss have finished their plans, T asks them to display their plans on the wall/ board. Have the groups move around and read the plans and then vote for the best plan.