Resource Activities 2

Vocabulary

- **Natural phenomena**

1 Match the natural phenomena (1-5) to the newspaper headlines (A-E).

1 ☐	earthquake	4 ☐	hurricane
2 ☐	tsunami	5 ☐	volcanic eruption
3 ☐	flood		

A LAVA CONTINUES TO FLOW DOWN MOUNTAIN

B GIANT WAVES CRASH INTO COASTAL TOWNS

C LOCAL RIVER OVERFLOWS DUE TO HEAVY RAIN

D PEOPLE FELT GROUND SHAKING 100 MILES AWAY

E VIOLENT WINDS SWEEP ACROSS NORTH OF COUNTRY

- **Space Exploration**

2 Fill in: *crew*, *satellite*, *mission*, *telescope*, *flash*, *atmosphere*.

1 A(n) …….. is a device sent into space that moves continually around the Earth.
2 A(n) …….. is an instrument that makes things look larger and nearer.
3 A(n) …….. is a group of people who work on a spacecraft.
4 A(n) …….. is a sudden or repeated bright light.
5 A(n) …….. is a flight by a spacecraft to perform a specific task.
6 The …….. is the whole mass of air that surrounds the Earth.

- **Accidents & Disasters**

3 Fill in: *get*, *miss*, *go*, *lose*.

1 …….. time/control/contact
2 …….. the target/an opportunity/the point
3 …….. wrong/bad/to pieces
4 …….. tired/into trouble/lost

4 Choose the correct item.

1 Be careful walking on the old bridge! It might **collapse**/**sink** under your weight!
2 A water pipe **burst**/**broke** and now the whole house is flooded.
3 Residents were **rescued**/**evacuated** from the building because there was a strong smell of gas.
4 Fran has fallen and **scratched**/**twisted** her knee; she can hardly walk.
5 There's no time to **lose**/**waste**. Her plane arrives in 20 minutes.
6 Did anyone on board **escape**/**survive** the plane crash?
7 Sally badly **treated**/**injured** her back trying to lift the rock.
8 During the earthquake, falling debris completely **buried**/**bumped** the car.

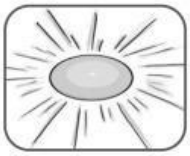
- **Weather**

5 Fill in: *snowy*, *sunny*, *cloudy*, *foggy*, *rainy*, *stormy*.


1 ……..


2 ……..


3 ……..


4 ……..


5 ……..


6 ……..

6 Match the words to form collocations.

1 ☐	freezing	**a**	fog
2 ☐	boiling	**b**	rain
3 ☐	thick	**c**	wet
4 ☐	strong	**d**	hot
5 ☐	heavy	**e**	cold
6 ☐	soaking	**f**	winds

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LIVEWORKSHEETS

Resource Activities 2

Grammar

- **Adjectives/Adverbs**

1 Choose the correct item.

1 The well-trained crew has **high/highly** hopes for the mission.
2 As Lisa was walking through the forest, she fell into a **deep/deeply** hole.
3 They had a **terrifying/terrifyingly** experience in the woods.
4 It is **clear/clearly** not suitable weather for a day at the beach.
5 Tom made sure that the rope was tied **securely/secure** to the rock.

2 Put the adjectives in brackets in the correct order.

1 My parents had to throw out their .... couch after the flood. **(Italian, leather, beautiful)**
2 Terry broke his leg when he tripped over the baby's .... elephant. **(pink, toy, plastic)**
3 The only item the earthquake destroyed was my ..... vase. **(old, glass, favourite)**
4 They escaped from the sinking ship in a(n) .... lifeboat. **(plastic, large, orange)**
5 Jake wore his .... jacket because it was cold. **(black, ski, new)**

- **Past Simple VS Present Perfect**

3 Read the dialogue and put the verbs in bold into the *past simple* or the *present perfect*.

A: Hi, Alan. **1)** ..... **(you/hear)** the thunder last night?
B: Yes, I did, Lucy. We **2)** ..... **(not/have)** a storm like that in years.
A: I know! The wind was so strong that it **3)** .... **(break)** a window in my flat!
B: Oh dear! **4)** ..... **(you/phone)** somebody to fix it yet?
A: Yes. Tom **5)** ..... **(come)** over earlier.
B: He's very good with his hands. He **6)** ..... **(help)** me with a few things in the house lately, too.

- **Used to/would, be/get used to**

4 Fill in: *used to*, *would*, *be used to* or *get used to* in the correct form.

1 Before I learnt to swim, I ..... be terrified of the sea.
2 I ..... always feel worried when my husband went on trips abroad.
3 He soon ..... the hot weather in India.
4 As an ambulance driver, Polly ..... stressful situations.
5 Ben's child used to be scared of thunder, but she is slowly ..... it now.

5 Choose the correct item.

1 Laurie ..... with NASA for the past six years.
A has been training **C** had trained
B has trained **D** was training

2 Scientists ..... life on other planets yet.
A didn't discover **C** haven't discovered
B don't discover **D** aren't discovering

3 Ursula ..... when she burnt her hand.
A cooked **C** has been cooking
B was cooking **D** had cooked

4 Luckily, everyone ..... home safely that night.
A had returned **C** returns
B was returning **D** returned

5 The blizzard ..... by the time they woke up.
A had passed **C** passed
B has been passing **D** was passing

Key word transformations

6 Use the word in bold to complete the second sentence so that it means the same as the first. Use two to five words.

1 The volcano erupted twenty-five years ago. **FOR**
The volcano .... past twenty-five years.
2 They found them after the storm had passed. **UNTIL**
They .... the storm had passed.
3 She recovered from the accident after a month. **HER**
It took .... from the accident.
4 They haven't found the cause of the fire yet. **TRYING**
They .... the cause of the forest fire.

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LIVEWORKSHEETS

Resource Activities 2

Everyday English

Choose the correct response.

1 A: Our holiday was a disaster!
B: **a** How was your trip?
b How come?

2 A: Sally got food poisoning last weekend.
B: **a** Not so good.
b That's too bad!

3 A: Did you have a nice time last night?
B: **a** It didn't go well at all.
b You're pulling my leg!

4 A: Oh dear! That sounds awful!
B: **a** But that's not the worst of it.
b Really? Tell me all about it.

5 A: Robbie broke his leg playing football.
B: **a** What went wrong?
b Seriously?

6 A: To make matters worse, I lost my passport!
B: **a** Why's that then?
b No way!

Phrasal Verbs

Choose the correct particle.

1 Could you put me **on**/**through** to the emergency services, please?
2 The school burnt down after a fire broke **up**/**out** in a science lab.
3 You should put **on**/**up** a coat. It's freezing outside.
4 What time did they set **on**/**off**? They were supposed to be here ages ago.
5 I hope the weather improves soon. I can't put **up**/**off** with this rain much longer!
6 Brian forgot to turn **off**/**up** the gas before he left the flat.
7 The inspector is here to carry **through**/**out** a routine check of the fire extinguishers.
8 As soon as they realised they were running **out**/**off** of oxygen, the divers swam back to the surface.

Prepositions

Fill in: *from* (x3), *with* (x3), *in*, *on*.

1 Peter was ..... charge of the rescue mission after the earthquake.
2 Rob suffered ..... headaches for years after the accident.
3 Sharon found it difficult to cope ..... the stress of her new job.
4 I hope the rescue team arrives soon. We're depending ..... them!
5 The fire fighters dealt ..... the problem very quickly.
6 I haven't heard ..... Brian in hours; I hope he's OK.
7 Alan was still shaking ..... fear long after the earthquake had stopped.
8 Luckily, Sally escaped ..... the factory before it burnt down.

Word formation

Use the word given in capitals to form a word that fits in the gap.

1 Hattie suffered a painful ..... when she fell from the tree. **(INJURE)**
2 Their ..... depends on an ambulance arriving soon. **(SURVIVE)**
3 Petra drove her car ..... because the roads were so icy. **(CARE)**
4 The police have ordered an immediate ..... of the building. **(EVACUATE)**
5 We ..... felt the ground moving below us. **(SUDDEN)**
6 Tara heard a loud ..... and quickly crawled under a table. **(EXPLODE)**

Writing

Read the rubric and complete the writing task.

Your local newspaper is looking for short-stories about a lucky escape. The story must begin with the following sentence: **I was asleep in bed one night when, suddenly, a loud noise woke me.** Write your **story** (120-160 words). Your story must include:
- a rescue worker
- a tree

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Resource Activities 2

Reading

Read the text and for each question, choose the correct answer *A*, *B*, *C* or *D*.

ALL 33 OF THEM

On the afternoon of 5 August 2010, disaster struck a copper and gold mine in Chile. Located in the Atacama Desert, 45 km north of Copiapo, the San Jose Mine caved in on itself, leaving 33 men trapped underground with little hope of escape.

The 121-year-old mine was a famously dangerous place to work and there had already been a number of fatal accidents there before. Actually, it was so dangerous that soon before the accident in 2010, experts advised the owners to close the mine down. However, they ignored the warning, and miners continued to work there. Then, while a group of 33 employees were on their lunch break in the mine, the roof of the mine collapsed. Buried 700 metres underground and 5 km from the mine's entrance, the men were trapped in an emergency shelter with very little food, water and air, and no way of contacting the outside world.

The Chilean government organised a rescue mission immediately. At first, nobody knew whether the miners were still alive or where their exact location was in the mine. So, the rescue team started drilling narrow holes deep into the mine hoping to find some signs of life. Seventeen days later, the drill came back with a note attached to the end of it. The note read "We are all well in the shelter, the 33 of us." Family and friends were delighted to hear the news and the rescue workers hurriedly brought in equipment to drill a hole wide enough for the miners to come up to the surface.

Over the next month, the miners received food and water, as well as messages and books through the drilled holes. The rescue team also lowered a video camera into the shelter, so that the miners could show the rescue team the conditions they were living in. It was obvious that the miners were trying to maintain their mental health by keeping themselves occupied with jobs, such as cleaning the shelter and organising their supplies. Also, they gave each other emotional support, so that no one gave up hope of surviving.

Soon, the rescue team managed to drill a hole big enough for the miners to emerge from the mine and on 13 October, 69 days after the accident, all 33 men were above ground again. Over 1 billion people from around the world watched the survivors appearing, and family, friends, and all Chileans celebrated their survival.

Today, people remember the 2010 Copiapo mining accident as a time when 33 men showed amazing courage to survive, helped by the efforts of a whole nation above them.

1 What is the writer's purpose?
- **A** to report the events of a mining accident
- **B** to describe the working conditions of miners
- **C** to persuade people to avoid dangerous mines
- **D** to explain how to survive when trapped underground

2 What does the writer say about the mine?
- **A** It had failed to meet safety standards.
- **B** Only 33 people were employed there.
- **C** The emergency shelter had a lot of supplies.
- **D** Its roof had collapsed on previous occasions.

3 How did the rescue workers react to the note they found on the drill?
- **A** They started celebrating.
- **B** They realised the mission was hopeless.
- **C** They moved on to the next stage of the mission.
- **D** They continued drilling small holes into the mine.

4 How did the miners cope with their situation?
- **A** They read books all day.
- **B** They kept busy by doing small tasks.
- **C** They carried on working in the mine.
- **D** They tried not to show their emotions.

5 Which would be the most appropriate headline?
- **A** WORKERS SURVIVE SAN JOSE HORROR
- **B** MEN BUILD SHELTER IN CHILEAN MINE
- **C** 33 LOST IN COPIAPO MINING ACCIDENT
- **D** CHILEAN MINE CLOSES AFTER ROOF COLLAPSE.

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Pairwork Activities 2

a) Choose a picture and describe it to your partner. Talk about:

- where it is
- what the picture shows
- who or what is to blame for the incident
- what are the results of the incident



b) Talk together about how we can avoid these catastrophes.

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Portfolio Activities 2

Name: ..... **Date:** ..... **Class:** .....

Disasters and accidents have always inspired film-makers. How many films can you think of which have featured a disaster or an accident? Prepare a report about disasters and accidents in films. Attach pictures in the spaces provided.

Disasters & Accidents in Films!

Film Titles:
1 ..... **2** ..... **3** .....

Which of these disasters/accidents do the films feature? Put a tick (✓).

… earthquake ☐	… flood ☐	… boat sinking ☐	… storm ☐
… fire ☐	… plane crash ☐	… volcano ☐	… other ☐

Summary 1: .....
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Summary 2: .....
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Summary 3: .....
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attach picture | attach picture | attach picture

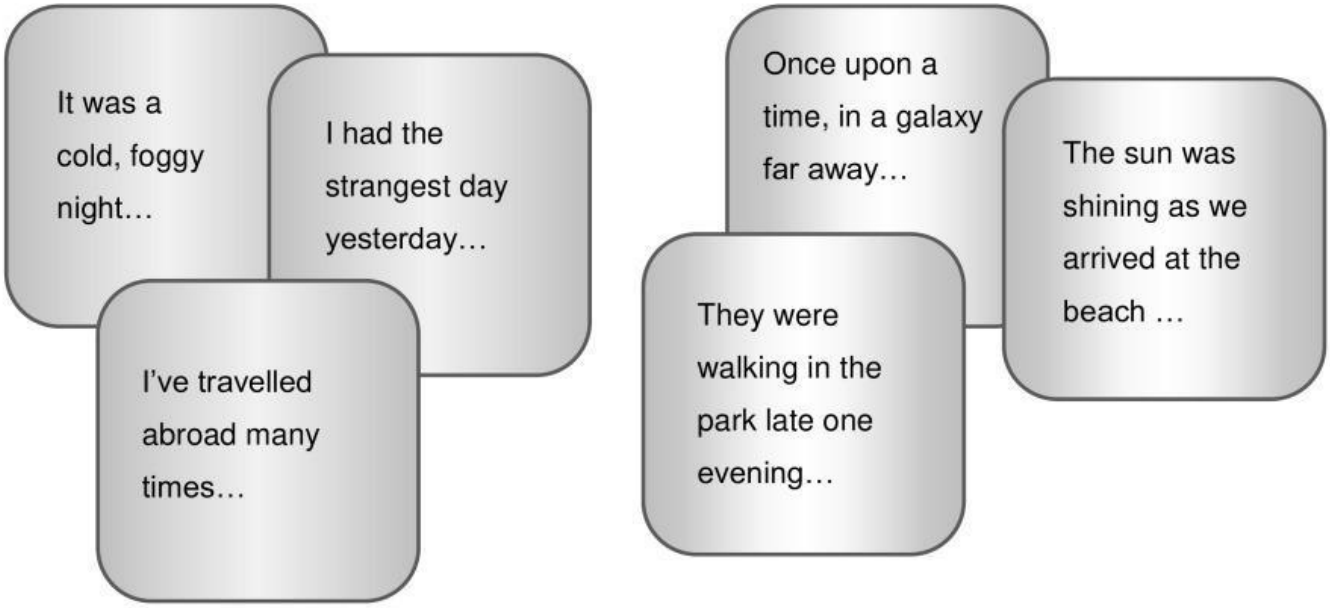
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Game 2

Students play in pairs or groups of three. Each pair or group gets a set of story start cards. Student A turns over a card and reads it to the group/pair. Then, student A continues the story by adding a sentence that contains one verb (in any past tense), one noun and one adjective/adverb. After student A completes their turn, the other students in the pair/group continue in the same manner. The sentences must be grammatically correct. Each correct sentence gets one point. If a student makes a mistake or cannot continue, one point is deducted and the student loses a turn. The pair/group with the most points after a certain amount of time (7-10 minutes) wins the game.

Sample Story Beginning Cards:



Student A turns over the following story beginning card:



▶ **SA:** *Suddenly, there was a loud knock at the door.*

The next student continues the story in the same way until the end of the game.

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