



Disaster and hope

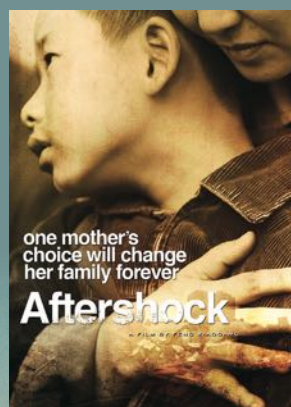
Starting out ◆

 **1** Watch the video and answer the questions.

- 1 Where is the city? What happened there?
- 2 How did people there react to the disaster? What was the result?

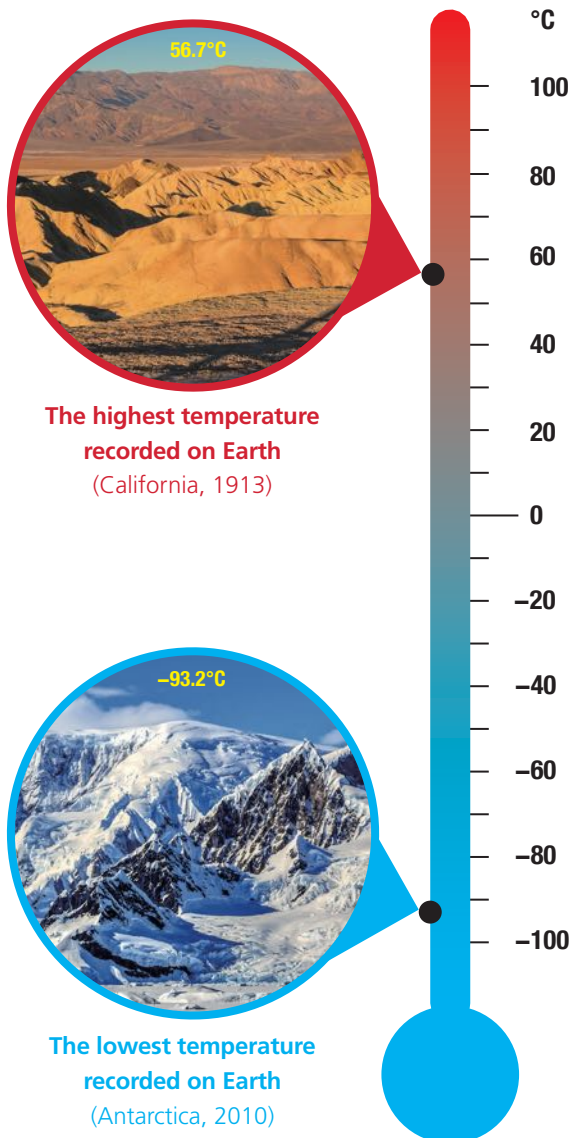
2 Look at the film posters and answer the questions.

- 1 Have you seen the films? What are they about?
- 2 What do you think the main characters do in the face of these disasters?
- 3 What other stories do you know about natural disasters? Share an example with the class.



Understanding ideas ▼

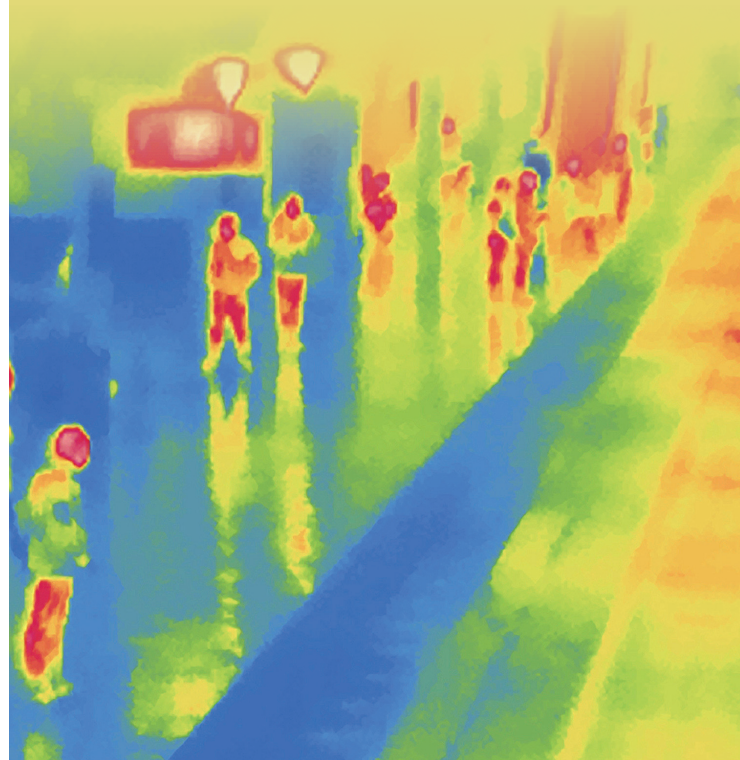
- 1 Look at the thermometer and answer the questions.



- 1 What happens when the temperature goes very high or very low? How do people deal with extreme temperatures?
- 2 What were the highest and lowest temperatures recorded where you live? How do you feel in extreme temperatures?

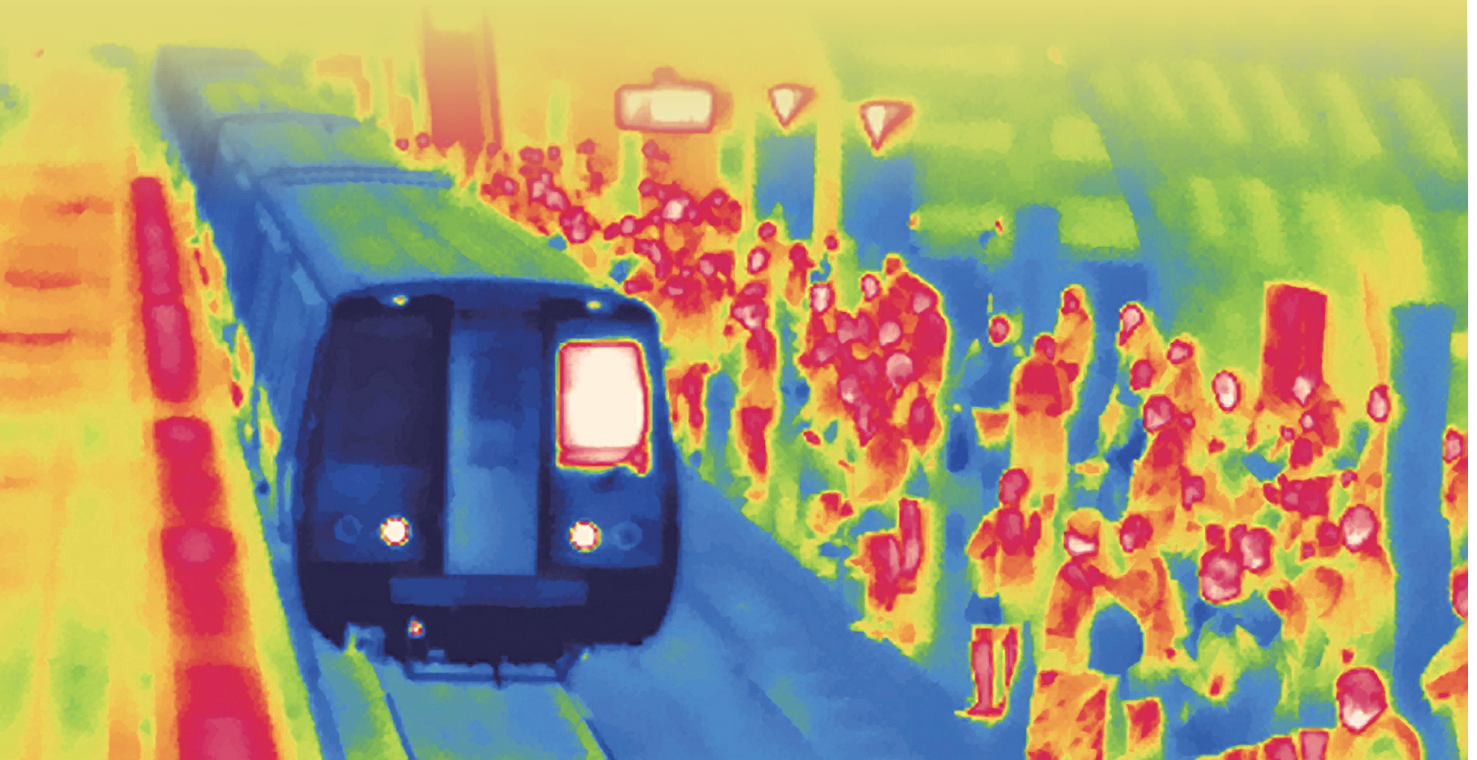
- 2 Look at the pictures and predict what the passage is about. Then read the passage and check your prediction.

- 1 Picking up a free newspaper at the Tube station, I see the title “Hot! Hot! Hot!”. Today, the temperature in London is expected to reach 30 plus degrees! The average high temperature in July is only 22 degrees, so over 30 is not usual for London. It’s going to be awful on the Central Line, with no air conditioning. Why did they have to invent the Tube before air conditioning? It’s just typical that my journey is on one of the oldest lines, as well as one of the deepest. It’s the hottest on the whole Tube system.

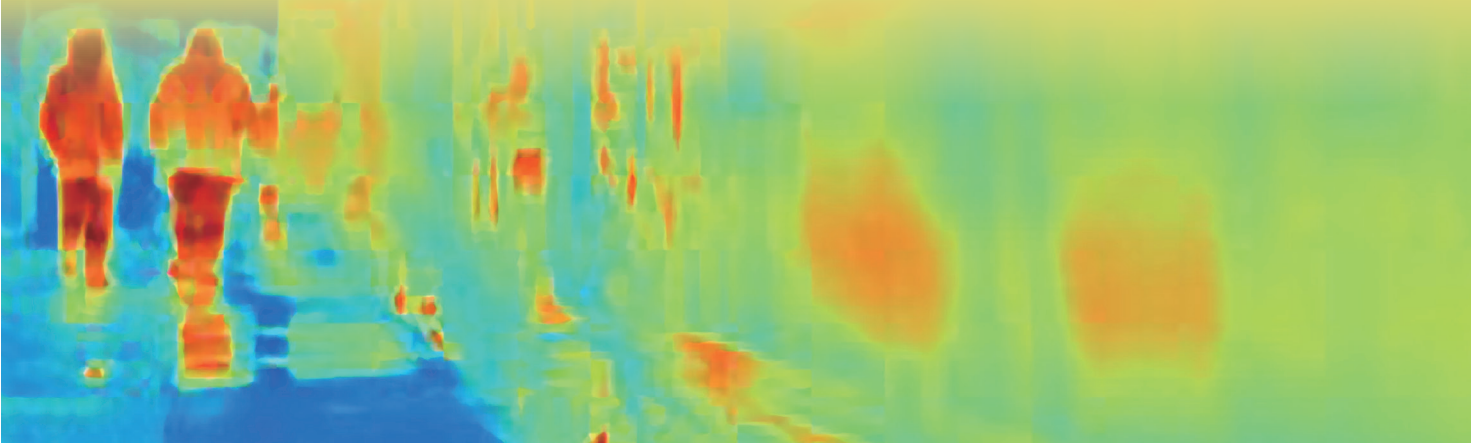


Hot, Hot, Hot!

- 2 Sure enough, going down the stairs and onto the platform is like jumping into a volcano that's erupting. This, however, is nothing compared to the train. Because there's no air conditioning, the temperature inside the train can reach 35 degrees! It's lovely at the beach, but not so when you're wearing a suit and in a crowd of passengers! I'm sure the passenger next to me and I are melting and becoming one! I had bacon and eggs for breakfast, and now I'm feeling a bit sick – I hope I can make it to Bank station... I'll avoid the feeling by thinking about work. I work in a tall, glass building. One very hot summer, the sun reflected off it and melted cars parked below! Will this happen again today?



- 3 Yes, each summer in London definitely seems hotter than the last. I suddenly feel a bit scared. Perhaps now is the time to start planning for the future? I should probably put my flat on the market and buy a boat. That way, when the Thames rises and there is a flood in London, I'll still be able to get to work. But wait! Would I still have a workplace to go to? My office is only on the third floor of the building, so quite low. I'll speak with my manager about moving to the top floor. Most importantly, I will need to learn to swim! I'll join a beginner's swimming class immediately. Then I'll be able to survive even when the tall buildings are flooded.
- 4 Looking through my newspaper, I'm shocked by photos showing that a typhoon in Asia has destroyed a town. What's more, heavy rain in Eastern Europe has caused landslides, and the heat across Southern Europe has caused forest fires. Experts say this bad weather has occurred due to climate change. News like this makes me feel nervous. Now that it's hard to avoid a disaster on Earth, perhaps I should start thinking about moving to space...
- 5 "The next station is Bank!" comes the announcement. That's my destination. Stepping out of the station with a heavy heart, I suddenly feel a fresh wind on my face. Well, maybe I have been worrying too much. After all, it's only 30 degrees outside!



- 3 Choose the author's purpose in writing the passage.
- 1 To explain why summers in London are getting hotter and hotter.
 - 2 To complain about the London Tube.
 - 3 To warn people about the danger of London being flooded.
 - 4 To express his worries about the dangers of extreme weather conditions.

4 Complete the flow chart with words and expressions from the passage.

The author is travelling on the London Tube. It is very hot and the temperature outside will be ¹ _____. He feels awful.

It is even hotter inside the train than outside, and the author thinks he is ² _____ with the passenger next to him.

In the newspaper, there are reports of natural disasters around the world caused by ⁷ _____, which makes the author feel ⁸ _____.

Going outside, the author feels refreshed and realises he has been ⁹ _____.

Thinking that London will probably get hotter, the author feels ³ _____. To prepare for the future, he thinks he should:

- ⁴ _____
- ⁵ _____
- ⁶ _____

1 Do you share the author's concerns about extreme weather conditions? Why?

2 Do you think climate change will affect your life in the future? How would you adapt?

Think & Share

Ellipsis

- 1 Look at the sentences from the reading passage.

- a It's just typical that my journey is on one of the oldest lines, as well as one of **the deepest**.
- b My office is only on the third floor of the building, so **quite low**.

Compare them with the following sentences and answer the questions.

- c It's just typical that my journey is on one of the oldest lines, as well as one of **the deepest lines**.
- d My office is only on the third floor of the building, so **it is quite low**.

- 1 What has been left out in sentences (a) and (b)?
- 2 Why does the author leave them out?

Now look for more sentences with ellipsis in the reading passage.

- 2 Read the paragraph and find out what words have been removed before or after the underlined words.

Technology isn't the only way to forecast the weather. Nature has its ways, too. Unusual animal behaviour, for example, can indicate whether it's cold, wet weather that's on the way or a hot, dry period. If fish are jumping higher than usual or frogs are croaking more loudly, it may rain. And next time you look up at the sky, don't just look for rain clouds, but also for birds. If they are flying low, grab your umbrella. It is also said that mice and snakes head for safer ground several days before an earthquake, while dogs avoiding the beach may be a sign that a tsunami is approaching. Of course, although these things may suggest something bad is going to happen, they won't tell us when and where. So, for accurate and reliable predictions, it's best to check an official, scientific report.



- 3 Remove words from the news report to make it more concise.



CHINA'S RESCUE EFFORTS IN NEPAL

The 8.1-magnitude earthquake that hit Nepal on 25 April 2015, was one of the worst earthquakes in history. On hearing the news, China was quick to start organising emergency aid.

International rescue teams soon began to arrive in the country. Amongst all the international heavy rescue teams, the China International Search and Rescue Team (CISAR) was the first international heavy rescue team to arrive. Consisting of 62 people, it not only included rescuers and medical staff, but also included earthquake experts. By early May, emergency aid worth 9.7 million US dollars had been donated by China, with a further round of emergency aid to follow.

Types of natural disasters

- 4 Look at the pictures and answer the questions.



drought



typhoon



blizzard



tsunami



wildfire



avalanche



earthquake

- 1 Which one do you think is the most dangerous?
- 2 Can you name some big natural disasters in history?

5 Complete the reports with the words in Activity 4. Pay attention to the words describing natural disasters.

In 1881, a(n) ¹ _____ struck the small Vietnamese city of Haiphong, bringing terrible strong winds. When it hit the coast, huge tidal waves caused severe flood, costing the lives of up to 300,000 citizens.

In August 1949, the Landes region of South-west France faced a major ² _____ that lasted almost a week. Some 500 km² of forested land was burnt and 82 people killed. Even today, it is considered one of Europe's most deadly forest fires.

The winter of 1950 to 1951 came to be known as the Winter of Terror when over 600 ³ _____ struck towns and villages in the mountains of the Swiss-Austrian Alps. Caused by exceptionally heavy snowfall within a short period of time, they destroyed buildings and forests, and claimed over 256 lives.

In 1960, Chile suffered the strongest ⁴ _____ to be recorded in the 20th century. The shock is generally agreed to have had a magnitude of 9.5. It caused a(n) ⁵ _____ with waves of up to 25 metres affecting places as far away as Hawaii and Japan.

A(n) ⁶ _____ hit Iran in February 1972, causing a week of extremely low temperatures. Winter storms brought as much as 7.9 metres of snow in the south of the country, resulting in the deaths of about 4,000 people.

In July 2011, a(n) ⁷ _____ struck East Africa. It was said to be the worst in 60 years, and not a single drop of rain fell for almost a whole year. It led to a severe food crisis and threatened the livelihoods of more than 9.5 million people.

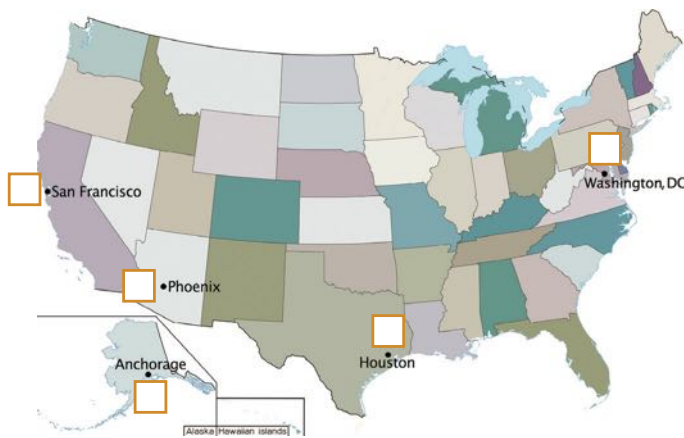
6 Work in pairs. Talk about a recent natural disaster you have heard about or seen on the news.

Extreme weather conditions

For thousands of years, people have been trying to predict the weather. In China during the Shang Dynasty, people recorded weather forecasts on animal bones and tortoise shells. Centuries later, in Greece, the philosopher, Aristotle wrote his theories about how weather conditions formed. Weather forecasting advanced over time, with more and more instruments to measure temperature, humidity and air pressure. Today, satellite data and computer technology help scientists predict the weather more precisely and comprehensively.

Did You Know ?

-  **7** Listen to the weather forecast and match the weather symbols to the locations on the map.



Learning to learn

When listening to a weather forecast, pay attention to the following information:

- temperature levels
- descriptions of forthcoming weather conditions
- weather warnings



-  **8** Listen again and complete the form.

Anchorage	• You will need ¹ _____. • Temperatures will stay around ² _____°C.
Phoenix	• Temperatures are really high and it's probably hot enough to ³ _____. • Be sure to ⁴ _____ if you or others have symptoms of heatstroke.
Houston	• It's ⁵ _____ season and there will be a big one across the Atlantic. • Stay ⁶ _____ and listen out for the latest forecasts.
Washington, DC	• Temperatures are going to stay around ⁷ _____°C. • Don't drive ⁸ _____!
San Francisco	• Temperatures are going to be around ⁹ _____°C. • People are suffering from ¹⁰ _____, which are causing damage and loss.

Now talk about how the speaker describes the weather. Listen again if necessary.

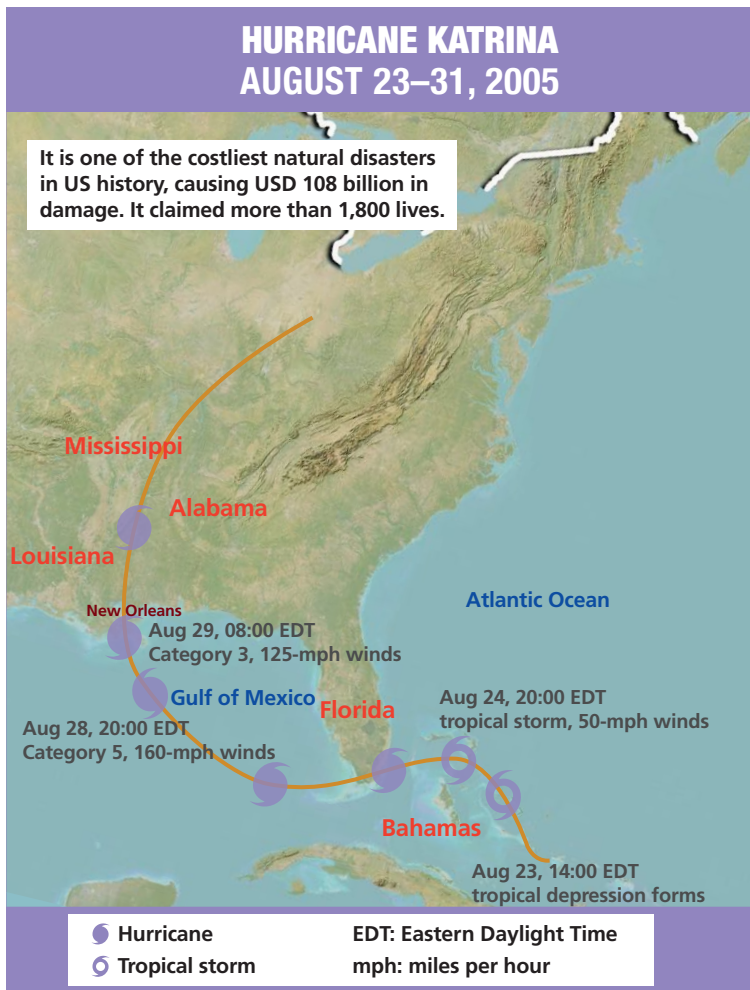
- 9** Work in pairs. Act out the conversation to talk about an extreme weather condition.

 **Student A:** Turn to Page 108.

 **Student B:** Turn to Page 113.

- 10** Choose another extreme weather condition and have a similar conversation.

1 Look at the map and answer the questions.



- 1 Where did Hurricane Katrina form?
- 2 Where did it hit?
- 3 How long did it last?
- 4 How many people lost their lives in the hurricane?
- 5 What was the cost of the damage Hurricane Katrina caused?

2 Read the passage and talk about your understanding of the title.

Learning to learn

People often use emotional words and imagery to describe an important event or memorable experience. These words and phrases help us identify and interpret the thoughts and feelings of the author of the passage.

- 1 It's strange, but I don't really remember much about the hurricane itself. It all happened so quickly. I was sitting in my room with my cat, Smartie, on my lap, when the roof just flew off. All of a sudden, there was sky where the roof had been. I was so frightened that I just froze.
- 2 Mom cried to get out quickly, but it was already too late by then. The rain was coming down so hard and so fast. Our street turned into a river in seconds. We were going nowhere.
- 3 At first, I was pleased we could stay at home,

Stars after the storm

but soon it got really tough. Without a roof, staying inside was too dangerous. There was water everywhere, but we couldn't drink any of it otherwise we'd get really sick. We just had drinking water that was sent to us by helicopter, but it was never enough. It was August, so it was really, really hot and it smelled so bad everywhere! I just spent the days watching the boats going up and down the street and looking out for Smartie. He had disappeared the moment the storm hit.

- 4 Living in the open air, we became breakfast, lunch and dinner for the mosquitos. But Mom said that whatever happens, we should always try to see the good side of things. It was difficult to stay positive, though. We had lost our home and everything in it, including Smartie. All we had left were the clothes on our backs. But as Mom kept on reminding us, we were all together and safe.



Mom's words made us feel better. I remember us all lying under the midnight sky and looking up at the stars. Because there were no lights, we could see the Big Dipper, the Little Dipper and the Milky Way. It was amazing! Even though we had lost a lot, moments like those gave us hope for the future.

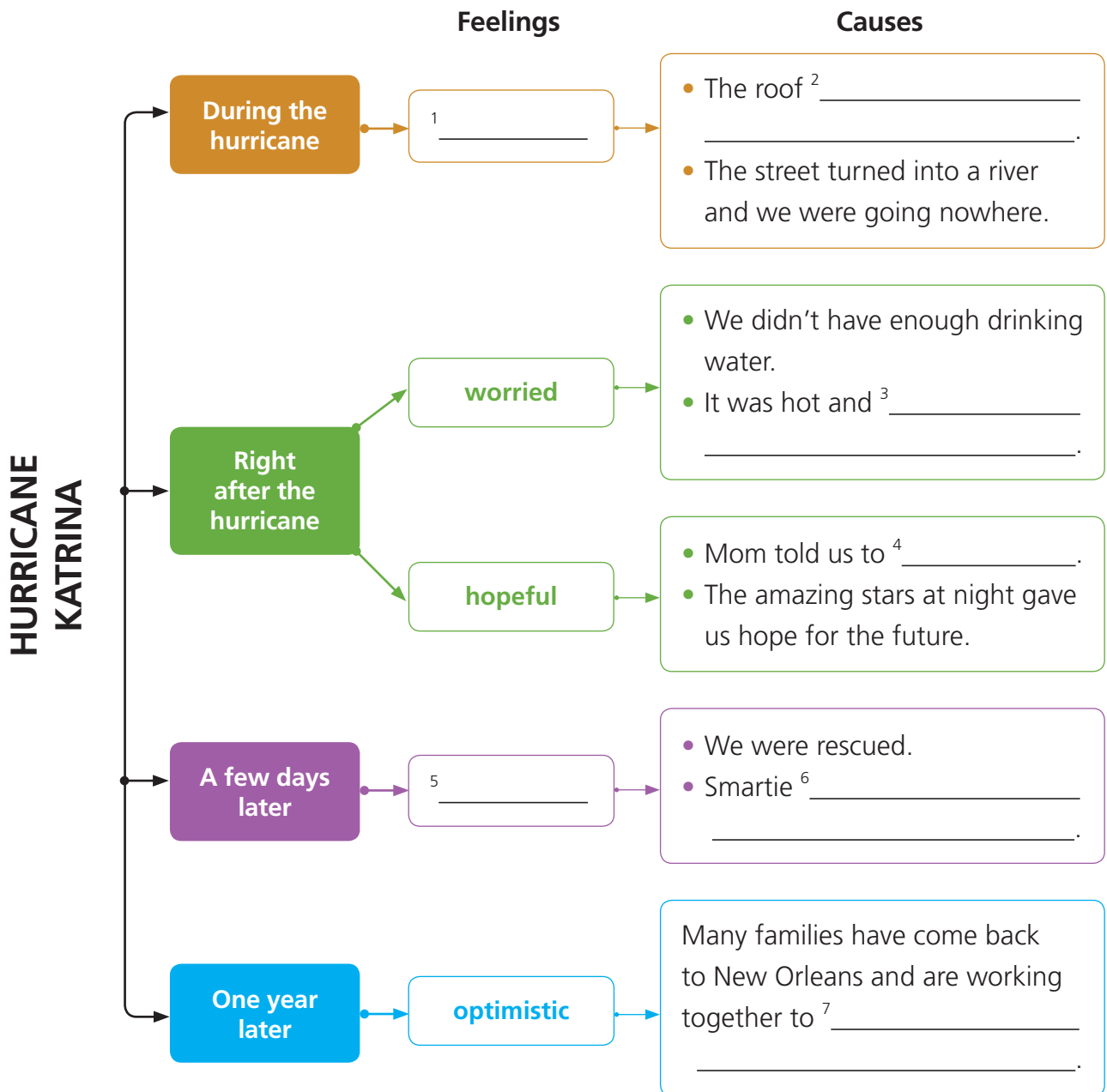
- 5 Although it was only a few days before we were rescued, it felt like months. We were taken to another town in a faraway county. Thankfully, Smartie came home just in time. We were so happy to take

him with us, although then, none of us knew that we wouldn't be back for quite a while.

- 6 Now, one year has passed and I'm back home in New Orleans. Some families have yet to return, but many others have come back. Although we are surrounded by reminders of the disaster, we are working together to rebuild our homes and our lives. Now we have another chance to look up at the stars of New Orleans, their beauty inspiring us and giving us confidence to move on.



3 Complete the diagram with words and expressions from the passage.



- 1 Why does the author say "Although it was only a few days before we were rescued, it felt like months"?
- 2 What sort of attitude to life is reflected in the author's experience of looking at the night sky?
- 3 If you were in the same situation as the author, what would you think and do?
- 4 What do you think could be done to help the local people rebuild their homes?

Think & Share

4 Work in pairs. Act out an interview with the author about their experience of Hurricane Katrina.

1 Read the passage again and underline the important information.

2 Prepare questions for the interview using the information you underlined.

- *How did you feel when you realised that Smartie had disappeared?*
- _____
- _____

3 Decide the roles of interviewer and interviewee. Act out the interview.

Writing safety guidelines

5 Read the hurricane safety guidelines and answer the questions.

Hurricane Safety Guidelines

Many people have no idea what to do when a disaster strikes. Being prepared is the best way to increase your chances of survival. Read these tips on hurricane safety so that you and your family can survive this common threat to coastal cities.

Things to do before a hurricane

- Protect your property: close windows and tape them up, and bring indoors anything that could blow away.
- Make sure you have sufficient food, water, medicine and batteries for electrical appliances.
- If you cannot get home in time, find other shelter as soon as you can.

Things to do during a hurricane

- Stay in the shelter.
- Stay away from windows.
- Listen to weather warnings.

Things not to do during a hurricane

- Do not go outside.
- Do not go near any glass structures.
- Do not assume the storm has passed even if the wind stops. Dangerous winds may return.

1 What is the purpose of safety guidelines?

2 What type of language is used in safety guidelines?

- 6 Make notes for flood safety guidelines based on the hurricane safety guidelines in Activity 5. Do further research if necessary.

FLOOD SAFETY GUIDELINES

Things to do before a flood:

Things to do during a flood:

Things not to do during a flood:

Now write flood safety guidelines. Use the expressions in the box to help you.

Useful expressions

- The first thing to do is...
- Do not...
- Never...
- Remember (not) to...
- Try to...
- It's important (not) to...

- 7 Share your guidelines with the class.