

# 7 Wild World

<b>Reading:</b>	multiple matching, checking your answers
<b>Vocabulary:</b>	natural disaster-related words
<b>Grammar:</b>	gerunds & infinitives, <i>make &amp; let</i> , comparison of adjectives & adverbs, <i>too, enough, so &amp; such</i>
<b>Listening:</b>	numbers, completing sentences
<b>Speaking:</b>	talking about the natural world, comparing photos, answering a follow-up question, giving an opinion
<b>Use your English:</b>	collocations & expressions, prepositions
<b>Writing:</b>	story (2), sequencing events, using descriptive vocabulary, ways of seeing / looking at something, ways of walking



Hikers watch a volcanic eruption in Iceland on March 29, 2010.

## Reading

**A** Which of the following natural disasters are the most common in your country? How often do they happen?

- earthquakes
- wildfires
- floods
- tornadoes
- volcanic eruptions
- tsunamis

**B** Read the text quickly. Which of the natural disasters in A are mentioned?

### Word Focus

- classify:** to divide things into groups according to their type
- derail:** to make a train come off the railway tracks
- molten:** describes rock that has melted because of great heat
- pyroclastic:** molten rock fragments and gases that move rapidly down the sides of a volcano



# Freaky Forces of Nature

*The forces of nature can be unbelievably powerful. Severe weather such as hurricanes, blizzards, flash floods and thunderstorms can cause serious damage and the loss of life. Some of Mother Nature's forces, however, are so bizarre and unexpected that they can only be described as freaky. Here are some examples.*

### A It's raining frogs!

The fastest wind speed ever recorded – 511km an hour – occurred during a tornado in the USA in 1999. Scientists **classify** tornadoes by the damage they can do. A tornado with wind speeds of 110km an hour can sweep away entire houses and throw cars through the air as if they were rockets. A tornado with wind speeds of more than 480km an hour has the power to **derail** trains, tear grass from the ground, and even rip pavements from the street. But that's not all tornadoes can do. Scientists believe that tornadoes can suck up the surfaces of lakes, rivers and other bodies of water. When they do, they can take frogs and fish along for the ride, and then drop them far away. This may have been the cause of the 'frog rain' in a town in Serbia. Small frogs rained on the town, sending residents running for cover as they tried to escape. 'I thought maybe a plane carrying frogs had exploded in mid-air,' said one resident.

### B Flaming twisters

As if tornadoes aren't dangerous enough, one kind is made of fire! Wildfires are so powerful that they can create their own weather. As these fires burn, they consume huge quantities of oxygen. The intense heat causes the air to rise. When fresh air rushes in to replace it, strong winds are produced. Sometimes this makes the fire spin like a tornado. These fire whirls, or fire tornadoes, can be 15m wide and grow as tall as a 40-storey building. They generally last no more than a few minutes, but some have lasted as long as 20. They are, not surprisingly, one of the most dangerous natural disasters. In 1923 in Japan, a fire whirl killed 38,000 people who had gathered in an open space to escape being injured in an earthquake.



**C** Read the *Exam Task* and underline the important words.

**D** Complete the *Exam Task*.

## Exam Task

You are going to read an article about four destructive forces of nature. For questions 1 – 8, choose from paragraphs A – D. The paragraphs may be chosen more than once.

### Which paragraph mentions

- how tall a force of nature can be? 1
- something that is made in cold conditions? 2
- a well-known historic event? 3
- the number of people who died in a specific event? 4
- a natural disaster that resulted in a bizarre event? 5
- something which happens more frequently in certain seasons? 6
- a natural disaster that doesn't last very long? 7
- a destructive stream? 8

## C Dodge balls

About 1,000 years ago, hundreds of people were mysteriously killed in the Himalayas. A recent investigation concluded that they were caught in a hailstorm and couldn't avoid being hit by chunks of ice the size of tennis balls that fell on their heads at more than 160km an hour. Hailstorms as deadly as this are rare, but hail itself is not uncommon. It is formed in storms when raindrops are carried into extremely cold areas of the atmosphere by powerful winds. The longer the tiny specks of ice bounce around in the wind, the bigger they become. When the pieces of ice grow too big for the wind to hold up, they fall to the ground as hail. Hail is most common during late spring and early summer when severe thunderstorms are more likely to occur.

## D Gas attack!

When a volcano erupts, a glowing sea of **molten** lava often flows down its sides, destroying everything in its path. But a volcano can produce something even deadlier: a **pyroclastic** flow, which is a cloud of gas and rock that can reach temperatures above 500°C. The flow crashes down the side of a volcano like an avalanche. These flows typically reach speeds of more than 80km an hour. A pyroclastic flow will knock down, destroy, bury or carry away nearly everything it meets. It can destroy buildings, forests and farmland. People who are caught in the path are obviously among the victims too, but even people that are close by can die as the result of breathing in hot ash and gases. It was this kind of flow that famously destroyed the Roman cities of Pompeii and Herculaneum during the eruption of Mount Vesuvius nearly two thousand years ago.

- Which of the natural disasters described in the reading text would be the most frightening? Why?

**E** Now read the *Exam Close-up* and check your answers carefully.

## Exam Close-up



### Checking your answers

- In multiple-matching tasks, be careful that you haven't accidentally written down the wrong paragraph number!
- After you have completed the multiple-matching task, go back and double-check your answers carefully.

**F** Complete the definitions with these words.

avalanche blizzard flash flood  
thunderstorm tornado

- 1 A(n) \_\_\_\_\_ is a violent storm with strong winds that move in a circle.
- 2 A(n) \_\_\_\_\_ is a severe snow storm with strong winds.
- 3 A(n) \_\_\_\_\_ is heavy rain accompanied by thunder and lightning.
- 4 A(n) \_\_\_\_\_ is a large amount of water that suddenly covers an area.
- 5 A(n) \_\_\_\_\_ is a large amount of ice, snow and rock falling quickly down the side of a mountain.

Giant hailstones



## Ideas Focus



## Vocabulary

**A** Label the pictures with these words.

drought earthquake famine hurricane landslide tidal wave



**B** Choose the correct answers.

- |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 The <b>eye of the hurricane</b> is ____.</p> <p>a its centre<br/>b its peak</p> <p>2 The <b>Richter scale</b> measures ____.</p> <p>a the intensity of an earthquake<br/>b the height of a tidal wave</p> <p>3 <b>Hail stones</b> are ____.</p> <p>a small balls of lava<br/>b small balls of ice</p> | <p>4 <b>Fault lines</b> are to blame for ____.</p> <p>a wildfires<br/>b earthquakes</p> <p>5 The <b>magnitude</b> of something ____.</p> <p>a is its great size<br/>b is its width</p> <p>6 If you are feeling <b>aftershocks</b>, you have just survived ____.</p> <p>a a hurricane<br/>b a strong earthquake</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**C** Complete the sentences with these words.

casualties crust havoc organisations rangers warning

- Surprisingly, the number of \_\_\_\_\_ after the tornado was quite low.
- Natural disasters play \_\_\_\_\_ and wreck lives.
- Forest \_\_\_\_\_ are constantly on guard for the first sign of a wildfire.
- \_\_\_\_\_ like the Red Cross are usually the first on the scene after a disaster.
- Earthquakes are a result of the movement of 'plates' in the earth's \_\_\_\_\_.
- Fortunately, the authorities issued a(n) \_\_\_\_\_ about the flood, so people were evacuated in time.

### Ideas Focus

- Do you think that there is nothing we can do to stop natural disasters? Why? / Why not?



# Grammar

## Gerunds & infinitives

### A Read the sentences and complete the rule below.

- 1 I don't feel like cooking tonight.
- 2 I'm bored of waiting.
- 3 Tina goes swimming every morning.
- 4 Drinking too much coffee is bad for you.

We form gerunds with verbs and the \_\_\_\_\_ ending.

### B Match the uses below with the example sentences in A.

We can use gerunds

- a as nouns.
- b after prepositions.
- c after the verb *go* when we talk about activities.
- d after certain verbs and phrases.

### C Read the sentences and complete the rules. Use *with* and *without*.

- 1 I went to the market to get some fruit.
- 2 Susan and Marie refused to get in the same taxi together.
- 3 I'm sad to say the weather is going to stay bad for a while.
- 4 The skirt is too short to wear to work and the trousers aren't long enough to wear in winter.
- 5 You must try this.
- 6 You had better go and see the doctor.
- 7 She would rather watch a film than read a book.

We use infinitives \_\_\_\_\_ to (full infinitives)

- a to explain purpose
- b after adjectives such as *afraid*, *scared*, *happy*, *glad*, *pleased*, *sad*, etc.
- c after the words *too* and *enough*
- d after certain verbs such as *refuse*, *allow*, *expect*, *decide*, etc.

We use infinitives \_\_\_\_\_ to (bare infinitives)

- e with modal verbs
- f with *had better* to give advice.
- g with *would rather* to talk about preference.

### D Now match the full and bare infinitive example sentences with their uses.

### Gerund or infinitive?

### E Some verbs can be followed by a gerund or an infinitive with no change in meaning. Other verbs can also be followed by a gerund or an infinitive, but there is a change in meaning. Read each pair of sentences and underline the infinitives and the gerunds.

- 1 a The wildfire continued to burn for days.  
b The wildfire continued burning for days.
- 2 a Jenny remembered locking the door.  
b Jenny remembered to lock the door.

### F Now answer the question below.

In which pair of sentences does the meaning change?

#### Be careful

- 1 We use *let* + object + bare infinitive when we want to say that we give permission for someone to do something and it is only used in the active voice. In the passive we can use the verb *to be allowed to*.  
*The head teacher let us all go home early that day.*  
*We were allowed to go home early that day.*
- 2 We use *make* + object + bare infinitive when we want to say that we force a person to do something in the active voice, but in the passive it's followed by a full infinitive.  
*My dad made me wash his car again.*  
*I was made to wash Dad's car again.*

➤ Grammar Focus pp.169 & 170 (7.1 to 7.5)

### G Complete the sentences with the correct form of the verbs in brackets.

- 1 You can't help \_\_\_\_\_ (worry) about the environment these days.
- 2 You risk \_\_\_\_\_ (get) wet if you don't take an umbrella with you.
- 3 The residents were made \_\_\_\_\_ (leave) the town after the earthquake.
- 4 He denied \_\_\_\_\_ (be) scared of thunder and lightning.
- 5 It's too warm \_\_\_\_\_ (snow) today.
- 6 The rescue team had to stop \_\_\_\_\_ (rest) after working for so many hours.

### H Circle the correct words.

#### The disappearing island

Can you imagine (1) **to live / living** on an island that might (2) **to disappear / disappear** underwater in the near future? Well, the inhabitants of Tuvalu don't need to imagine this. It's a reality and they will probably be made (3) **leave / to leave** their island soon. The reason for this is global warming. This is expected (4) **to bring / bringing** further changes to climates all over the world and cause sea levels (5) **rise / to rise**.

Tuvalu, situated in the Pacific Ocean halfway between Hawaii and Australia, is one of the most beautiful and unique places on earth, but its highest point is just under 5m above sea level and most areas are only 1m above sea level. Tuvaluans are interested in (6) **making / to make** their problem known to the world. (7) **Living / Live** on the island is already difficult and they need help in (8) **finding / to find** a solution. If this doesn't happen, Tuvalu, with a population of about 12,000 people, may (9) **become / to become** the first country (10) **following / to follow** mythical Atlantis into the ocean.

## Listening

### A Write these numbers using numerals.

- 1 three hundred \_\_\_\_\_
- 2 fifty thousand \_\_\_\_\_
- 3 two thousand five hundred \_\_\_\_\_
- 4 four hundred and fifty \_\_\_\_\_
- 5 ten million \_\_\_\_\_
- 6 two hundred thousand \_\_\_\_\_

### B **7.1** ▶ **II** Listen to these numbers and write down what you hear using numerals.

- |         |         |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ |         |

### C Read the *Exam Close-up* then read the *Exam Task*.

- 1 Which answers do you think will contain numbers?
- 2 What part of speech do you think the other answers will contain?

### D **7.2** ▶ **II** Now listen and complete the *Exam Task*.

## Exam Close-up



### Completing sentences

- Remember that in tasks where you listen to complete sentences, the words you hear will be in the correct form (noun, adjective, tense, etc.), so you won't need to make any changes.
- Read the sentences carefully before you listen to identify the type of word you need to complete the sentence.
- After listening, read the whole sentence and check it makes sense.

## Exam Task

You will hear part of a television documentary about mammoths. For questions 1 – 9, complete the sentences with a word or short phrase.

- |                                                                                            |                                                                                                     |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1 The baby mammoth lived _____ years ago.                                                  | 6 Mammoths lived on earth for almost 3.5 _____.                                                     |
| 2 The design of their bodies meant that mammoths were able to live in conditions of _____. | 7 One of the theories for the disappearance of the mammoth is a sudden change in the earth's _____. |
| 3 Lyuba's body was completely _____ because it had been preserved in frozen mud.           | 8 Some mammoths' bodies have shown that they had been hunted by _____.                              |
| 4 The condition of Lyuba's body shows that she had been very _____.                        | 9 Lyuba's body has given scientists a better understanding of how mammoths _____.                   |
| 5 Scientists know from examining her tusks that she was only _____ old.                    |                                                                                                     |

### E **7.2** ▶ **II** Listen again and check your answers.

A Nenets boy touches the mammoth carcass, Lyuba, outside the Shemanovsky Museum.



# Speaking

## A Work with a partner and answer these questions.

- How important is it to take care of the natural world?
- Is it important to learn about the environment at school? Why? / Why not?
- Do you think some animal species are more intelligent than humans? Which ones?

## B Label the pictures with these pairs of words.

**captivity, interference**    **destruction, pollution**  
**in the wild, freedom**    **nature, oxygen**

### Task 1



### Task 2



## Exam Task

Talk about the photographs on your own for about a minute. Compare the photographs and answer the main question.

1

How are humans affecting our natural world?



Which of these situations do you think has the worst effect on the natural world?

2

Which animal lives in a better way?



Do you think zoos are a good idea?

## C Read the *Exam Close-up*. Then look again at the pictures in B and think about the questions below. Don't forget to think about the reasons for your opinion. Use the *Useful Expressions* to help you.

### Task 1

Which of these animals would you prefer to be?

### Task 2

Which of these places do you think is the most dangerous?

## D Answer the questions in C in pairs. Student A answers Task 1 and Student B answers Task 2. You only have 30 seconds each!

## Exam Close-up

### Answering a follow-up question

- When your partner is describing his or her pictures, make sure you pay attention because you will have to answer a follow-up question afterwards.
- Look carefully at the photos and your follow-up question. Listen to your partner's description.
- Give your opinion on the follow-up question and explain why you think this. Remember that you will only have a short time to answer (30 seconds) so be prepared!

## E Now complete the *Exam Task* below. Student A describes the pictures in Task 1 and Student B answers the follow-up question. Then change roles and complete Task 2. Use the *Useful Expressions* to help you.

## Useful Expressions

### Giving an opinion

Yes, I think ... because

No, I don't think ...

because

In my opinion ...

It seems (to me) that ...

To my mind ...

## Grammar

### Comparison of adjectives & adverbs

#### A Look at these sentences and answer the questions below.

- The world's **largest** volcano is situated in Hawaii.
  - A tsunami is a **worse** natural disaster than a flood.
  - Earthquakes happen the **most frequently** in the Pacific Ring of Fire.
  - The wildfire spread **faster** than we had predicted.
- a Which sentences contain the comparative form?  and
- b Which sentences contain the superlative form?  and

#### B Look at these sentences and answer the sentences below.

- Jenny isn't **as clever as** Julia.
  - This winter it has snowed **as heavily as** it did last winter.
  - The warmer** the weather, **the better** Sam feels.
- a In sentence 1, who is cleverer? \_\_\_\_\_
- b In sentence 2, did it snow more heavily this winter or last winter or did it snow the same? \_\_\_\_\_
- c In sentence 3, what is the relationship between the weather and how Sam feels? \_\_\_\_\_

#### C Look at the sentences in B and complete these rules.

- We use \_\_\_\_\_ + adjective/adverb + \_\_\_\_\_ to show that two people or things are similar in some way.
- When they are not similar, we can use \_\_\_\_\_ as + adjective/adverb + as.
- The structure \_\_\_\_\_ + comparative, \_\_\_\_\_ + comparative shows how one action or situation affects another.

#### F Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- In Europe, tsunamis are not as common as in Asia. **more**  
In Asia, tsunamis \_\_\_\_\_ in Europe.
- We had expected it to rain more heavily. **as**  
It didn't rain \_\_\_\_\_ we had expected.
- I drink more water when it gets hotter. **the**  
The hotter \_\_\_\_\_ water I drink.
- The hurricane was so strong that it caused a lot of damage. **such**  
It was \_\_\_\_\_ that it caused a lot of damage.
- I've never met people more friendly than these islanders. **most**  
These islanders are \_\_\_\_\_ I've ever met.
- It was so windy that the helicopter couldn't rescue the flood victims. **too**  
It was \_\_\_\_\_ to rescue the flood victims.
- There are more tornadoes in the USA than in the rest of the world. **highest**  
The USA has the \_\_\_\_\_ of tornadoes in the world.
- The rescue team needs to work faster to save them! **enough**  
The rescue team isn't \_\_\_\_\_ to save them!
- Some forces of nature aren't as bad as others. **than**  
Some forces of nature \_\_\_\_\_ others.
- It was such a relief to hear that he'd survived the avalanche! **so**  
I was \_\_\_\_\_ that he'd survived the avalanche!

### too, enough, so & such

#### D Look at the words in bold in the sentences and answer the questions below.

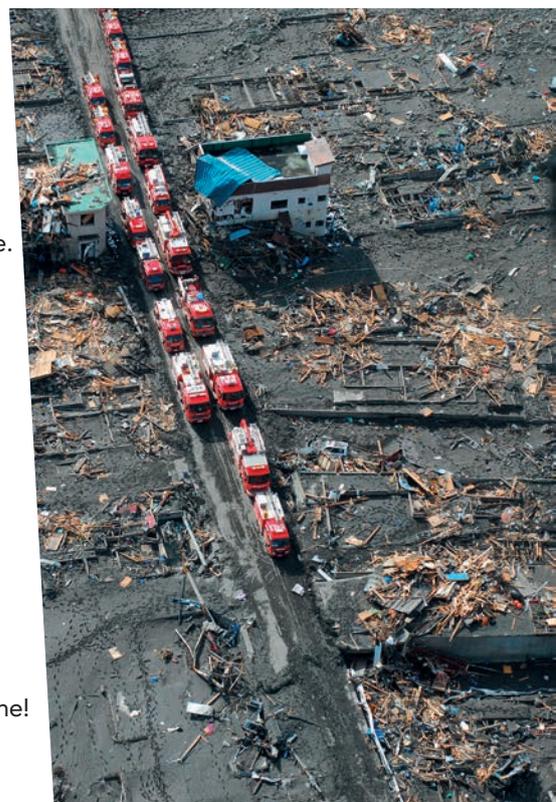
- It's raining **too** hard for us to go out.
  - She's experienced **enough** to get the job.
- a Which word is used to show that something is more than we want or need?  
\_\_\_\_\_
- b Which word is used to show that something is as much as we want or need?  
\_\_\_\_\_

#### E We use so and such for emphasis. Look at these sentences and answer the questions below.

- Many natural disasters are **so** difficult to predict.
  - The emergency services did **such** a great job during the flood.
  - The tsunami struck **so** quickly, we couldn't believe it.
- a What parts of speech follows so?  
\_\_\_\_\_
- b What parts of speech follow such?  
\_\_\_\_\_

➤ Grammar Focus pp.170 & 171 (7.6 to 7.8)

Japanese fire trucks line a road in this aerial photo of Sukuiso, Japan after the 9.0 magnitude earthquake.



# Use your English

## Collocations & Expressions

### A Match 1–8 with a–h to form expressions.

- |                            |                          |             |
|----------------------------|--------------------------|-------------|
| 1 to be in deep            | <input type="checkbox"/> | a weather   |
| 2 a ray of                 | <input type="checkbox"/> | b clouds    |
| 3 as fast as               | <input type="checkbox"/> | c storm     |
| 4 to have your head in the | <input type="checkbox"/> | d water     |
| 5 to be down to            | <input type="checkbox"/> | e lightning |
| 6 to feel under the        | <input type="checkbox"/> | f sunshine  |
| 7 to throw caution to the  | <input type="checkbox"/> | g earth     |
| 8 to go down a             | <input type="checkbox"/> | h wind      |

### B Complete the sentences with the correct form of the expressions in A.

- 1 When you do something without caring about the consequences, you \_\_\_\_\_.
- 2 If a person is described as \_\_\_\_\_, they're sensible and practical.
- 3 When something happens \_\_\_\_\_, it happens very fast.
- 4 A \_\_\_\_\_ is something which makes you feel happier.
- 5 If you're \_\_\_\_\_, you're in big trouble.
- 6 When something \_\_\_\_\_, it's a huge success with many people.
- 7 If you feel \_\_\_\_\_, you're a bit ill.
- 8 A person with their \_\_\_\_\_ is not thinking realistically.

## Prepositions

### C Complete the Exam Task. Remember to read the text first to get a general understanding.

## Exam Task

For questions 1 – 8, read the text below and think of a word which best fits each gap. Use only **one** word in each gap.

### Supervolcano

Supervolcanoes are probably the most destructive force (1) \_\_\_\_\_ the planet. There aren't many of them, but if one erupts it would almost certainly threaten the survival (2) \_\_\_\_\_ the human race.

The largest supervolcano eruption happened about 74,000 years ago in Lake Toba, Sumatra. The eruption was so huge that the ground was covered with 35cm of ash as far as 2,500km away (3) \_\_\_\_\_ the volcano. The blast also had a huge effect (4) \_\_\_\_\_ global temperatures which dropped (5) \_\_\_\_\_ around 5°C. This drop in temperature was devastating and scientists have discovered that it caused the summers in Europe to be freezing cold and also had a catastrophic effect on animals and plant life.

Supervolcanoes differ from normal ones in many ways. A normal volcano is cone-shaped and when it erupts the lava bursts out of the top and flows (6) \_\_\_\_\_ the sides. On the other hand, supervolcanoes form underground. Magma slowly rises from a hotspot deep down in the earth, until eventually hundreds of thousands of years later an enormous blast occurs.

One (7) \_\_\_\_\_ the largest supervolcanoes that exists today is in Yellowstone National Park, USA. When scientists were doing research on the volcano they were really surprised (8) \_\_\_\_\_ what they found. Basically, the whole of the park had a massive pool of magma underneath it, measuring 70km across by 30km wide! Moreover, they discovered evidence to suggest that the Yellowstone supervolcano erupts every 600,000 years. Unfortunately, its last eruption was well over 600,000 years ago, so it seems that the clock is ticking!

## Writing: a story (2)

### Learning Focus

#### Sequencing events

- When you tell a story, it's important that the reader is able to follow the sequence of events.
- You can do this by using certain phrases that help to show how events follow on from one another.
- These phrases also help to create a sense of drama in the story.

#### A Match each phrase 1–5 to a phrase a–e with a similar meaning.

- |                            |                          |
|----------------------------|--------------------------|
| 1 At first, ...            | <input type="checkbox"/> |
| 2 At last, ...             | <input type="checkbox"/> |
| 3 A few minutes later, ... | <input type="checkbox"/> |
| 4 At that moment, ...      | <input type="checkbox"/> |
| 5 At the same time, ...    | <input type="checkbox"/> |
| a Meanwhile, ...           |                          |
| b Just then, ...           |                          |
| c In the beginning, ...    |                          |
| d In the end, ...          |                          |
| e After a while, ...       |                          |

#### B Read the writing task below and then tick (✓) the things you have to do.

We are an English speaking magazine and we are looking for stories about interesting or unusual places. Begin your story with this sentence:  
He couldn't wait to get off the boat.

- |                                                               |                          |
|---------------------------------------------------------------|--------------------------|
| 1 write a story about a boy or a man                          | <input type="checkbox"/> |
| 2 describe the boat in detail                                 | <input type="checkbox"/> |
| 3 narrate an event the hero was not looking forward to at all | <input type="checkbox"/> |
| 4 use the words given exactly as they appear                  | <input type="checkbox"/> |

#### C Read the example story and circle the correct words.

He couldn't wait to get off the boat. After several hours' journey and a lifetime of waiting, he was almost there. (1) **At first, / Meanwhile**, Simon hadn't been able to make out exactly what was ahead, but as the boat got nearer, he realised it was the volcano he was looking at.

(2) **Two months / Ten minutes** later, the boat docked at a small harbour and he went ashore. He stood still for a moment and looked around him, enjoying the strange atmosphere. Then, he walked forwards, growing more and more excited.

(3) **Then one day, / Before long**, he found a path and strolled up it. The volcano's landscape fascinated him as he got closer to its peak. There was also hot steam pouring from little cracks in the lava.

(4) **Just then, / In the end**, Simon glanced up. Steam was rising up in front of him. He had reached the crater. Twisting round for his camera, he caught a glimpse of the sun. It was setting behind the cliffs in the distance.

(5) **At last, / After a while**, he had seen the famous volcano. He also got the chance to see the most beautiful sunset he had ever seen – and all this on the same day!



**D** Read the example story again and write T (true) or F (false).

- 1 Simon has been waiting a long time to visit the island.
- 2 He doesn't know what the volcano is at first.
- 3 He is used to atmospheres like the one on the island.
- 4 He finds the hot steam fascinating.
- 5 Several narrative tenses have been used.

**E** Write the correct paragraph number (1–5) next to these descriptions.

- a Set the scene and describe background details.
- b Bring the story to an end.
- c Say what the main character saw from the volcano.
- d Begin with sentence given and introduce the main character.
- e Describe the climb up the volcano.

**F** Read the *Exam Close-up* then complete the definitions with a word or phrase from the *Useful Expressions*. Sometimes more than one answer is possible.

- 1 If you \_\_\_\_\_ at something, you look at it intensely for a long time.
- 2 If you can \_\_\_\_\_ something \_\_\_\_\_, you manage to see it.
- 3 You \_\_\_\_\_ if you walk with difficulty because of injury.
- 4 You \_\_\_\_\_ someone's \_\_\_\_\_ if you attract his or her attention.
- 5 If you \_\_\_\_\_, you walk slowly in a relaxed way.
- 6 If you \_\_\_\_\_ somebody, his or her face is familiar to you.

**G** Complete the *Exam Task* below. Remember to make a paragraph plan for your story and use phrases to show the order of the events, so the reader can follow your story clearly.

### Exam Task

Write a story for an English speaking magazine that begins with these words: *They all felt as if they were standing on top of the world.* (140–190 words)

## Exam Close-up

### Using descriptive vocabulary

- When you are writing a story, you can express your ideas more clearly and give the reader a more vivid picture of the people and events by using more precise and descriptive vocabulary.
- For example, you can use *stare* or *glance* instead of *look* and *creep* or *march* instead of *walk*.

## Useful Expressions

### Ways of seeing / looking at something

catch a glimpse of	make out
catch someone's eye	notice
gaze at	observe
glance at	recognise
glare at	stare at

### Ways of walking

creep	skip
limp	stroll
march	wander

Climbers reach the summit of Uhuru peak on Mount Kilimanjaro.



# 7 Tornado Chase



## Before you watch

### A Match the words to the meanings.

- |                       |                          |                                               |
|-----------------------|--------------------------|-----------------------------------------------|
| 1 barometric pressure | <input type="checkbox"/> | a person whose job it is to study the weather |
| 2 data                | <input type="checkbox"/> | b predict an event before it happens          |
| 3 forecast            | <input type="checkbox"/> | c the force of the air around the Earth       |
| 4 humidity            | <input type="checkbox"/> | d a flat area of land with few trees on it    |
| 5 meteorologist       | <input type="checkbox"/> | e the amount of water in the air              |
| 6 mission             | <input type="checkbox"/> | f information collected for analysis          |
| 7 velocity            | <input type="checkbox"/> | g important task or job                       |
| 8 plain               | <input type="checkbox"/> | h wind speed                                  |

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- |                                                                                                      |                          |
|------------------------------------------------------------------------------------------------------|--------------------------|
| 1 Tornadoes usually move faster than 300 miles an hour.                                              | <input type="checkbox"/> |
| 2 The part of a storm that produces the tornado is called <i>the bear's cage</i> .                   | <input type="checkbox"/> |
| 3 Tim Samaras always finds time to admire the tornadoes he's chasing.                                | <input type="checkbox"/> |
| 4 Carsten Peter says that photographing tornadoes is difficult because everything happens very fast. | <input type="checkbox"/> |
| 5 There are approximately 10,000 tornadoes in the US every year.                                     | <input type="checkbox"/> |
| 6 Samaras takes about 20 seconds to place a probe, turn it on and run away.                          | <input type="checkbox"/> |
| 7 The storm chasers had great luck in Manchester, South Dakota.                                      | <input type="checkbox"/> |
| 8 The probe used in Manchester didn't produce any interesting data.                                  | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

attempt determined directly functional oncoming rapidly results warning

Photographer Carsten Peter has an unusual interest. He travels with a group of tornado chasers and puts himself (1) \_\_\_\_\_ into the path of tornados. His pictures might give meteorologists a better understanding of these huge storms and help them develop (2) \_\_\_\_\_ systems that will save people's lives.

Some of the photographs that he produces are taken from a car travelling between 100 and 130kms, just ahead of the storm. Things can change very (3) \_\_\_\_\_ when you're chasing a storm!

Peter also wants to (4) \_\_\_\_\_ to make visual records of storms using a piece of equipment called a photographic probe. Recently, Peter was with a storm-chasing team led by Tim Samaras. They placed their probes in the path of the (5) \_\_\_\_\_ tornado. The weather probe performed as it was supposed to, but, unfortunately, the photographic probe caught images only of the edge of the storm, not the centre. At least it was still (6) \_\_\_\_\_ after the storm had passed, which was amazing! Although it was disappointing that it hadn't worked as expected, Peter explains that the closer he gets to his goal, the more interesting it is for him. He seems to have faith that they will get the good (7) \_\_\_\_\_ they want the next time around, or maybe the time after that. He's (8) \_\_\_\_\_ to get the results he and the scientists need.

A tornado snakes toward tornado-chasers, photographer Carsten Peter and their van in South Dakota, USA



- How would you feel if someone told you that you had to take over Peter's job? What would you tell him/her?
- What kinds of extreme weather do you have in your country? Have you ever experienced it first-hand?
- Would you be prepared to work in extreme weather situations? Why? / Why not?

## Ideas Focus

