

3 Forces of nature

will and going to
Future continuous

Vocabulary: Natural disasters; Outdoor equipment

Interaction 3: Getting ready for a trip

A

The eye of the storm

B

Blazing inferno

C

Water, water everywhere

1 Read and listen

- a Read the texts quickly and match them with the titles A–C.



1 *Naima, 17, India*

Right now I'm in our flat in Delhi. There are dark, heavy monsoon clouds, so it's going to rain soon, very hard and for a long time. Tomorrow my father is going to make sure all our windows are secure so they will keep the rain out. We're also going to buy extra food and drinking water – we expect it will be difficult to get to the shops once the rain starts, but I think we'll cope with the situation if we prepare for it. In the city there are often floods and the electricity sometimes gets cut off. But that's nothing compared to what can happen in the countryside. Every year there are huge floods near rivers or the sea, and hundreds of people lose their homes.

2 *Jon, 16, USA*

I live in the state of Mississippi. It's part of 'Tornado Alley', an area which has a lot of tornadoes, or 'twisters', every spring. About 1,000 tornadoes occur in different parts of the USA every year. This year we had a really bad storm. A huge twister, 1.6 km wide, came right through the centre of town with winds blowing at about 240 km per hour. Like most tornadoes, it only lasted for about 10 minutes, but lots of buildings were damaged and people got hurt very badly. We were lucky, though, because our house wasn't touched. Most people think our town will probably be OK next year, because it isn't very likely that a tornado will hit it two years in a row. But we're going to make our basement stronger, just in case.



3 *Brittany, 18, Australia*



In Victoria we often get heat waves in January and February, when temperatures can sometimes be as high as 44°C. Heat waves increase the risk of forest fires, or bushfires. We've just had a few bushfires in my area. Luckily, nobody was badly hurt this time, but hundreds of houses were burnt to the ground. The fires reached very high temperatures and a lot of animals, like kangaroos and cows, were killed. Lots of people volunteered to help as firefighters, but I'm helping to look after the people who have lost their homes. We've got a place for them to stay and we're making them food, but maybe the most important thing is to talk to them and listen to them. They're in shock because they've just lost everything they had.

- b 1.18 Read the texts again and listen. Then answer the questions.

- How is Naima's family preparing for the monsoon?
- What are the effects of the monsoon?
- Where is 'Tornado Alley'?
- How big was the tornado that went through Jon's town?
- What are the effects of the bushfires?
- What is Brittany doing at the moment?

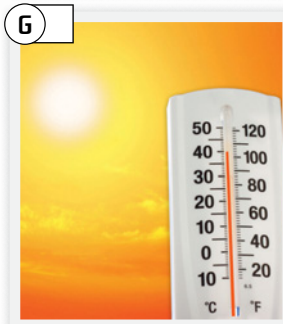
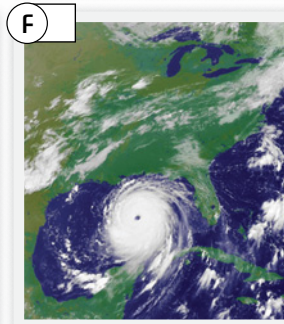
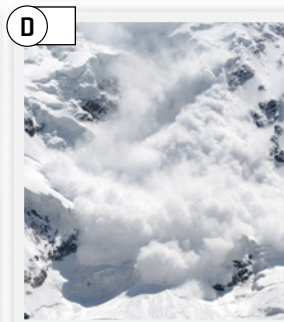
- c Work in a group. Answer the questions.

- Do you know about any natural disasters?
- What do people do to prepare for extreme weather in your country?
- Would you volunteer to help in an emergency? Why? / Why not?

2 Vocabulary Natural disasters

a 1.19 Match the pictures with the words for natural disasters. Then listen and check.

- 1 avalanche 2 drought 3 earthquake
 4 flood 5 heat wave 6 hurricane
 7 tsunami 8 volcanic eruption



b Choose the correct words.

- Two skiers died in the *avalanche* / *drought*.
- If it continues to rain, there might be a *heat wave* / *flood* in the town.
- The *drought* / *tsunami* has continued for three months now, and a lot of plants have died.
- A *heat wave* / *hurricane* has the power to destroy trees and buildings.

c 1.20 Listen to the conversations and weather reports. Which of the things in Exercise 2a are the people talking about?

-
-
-
-
-

d Work with a partner. Answer the questions.

- What types of weather do you think are more difficult to live with? Why?
- What's the worst weather you have experienced? What happened?

3 Pronunciation

/u:/ and /ʊ/

a 1.21 Sometimes the same combination of letters can be pronounced differently. Listen to these words.

- /u:/ monsoon boot food
 /ʊ/ look foot good

b 1.22 Listen to the pronunciation of the underlined words and tick (✓) the correct column.

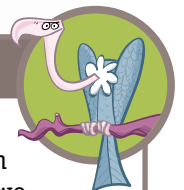
	/u:/	/ʊ/
1 He bought a <u>book</u> about hurricanes.		
2 It'll stop raining <u>soon</u> .		
3 I'm going to <u>school</u> in half an hour.		
4 It's a clear night. Can you see the <u>moon</u> ?		
5 The earth <u>shook</u> for about three minutes.		
6 The lightning struck somewhere in the <u>wood</u> .		

c 1.22 Listen again and repeat.

d 1.23 Listen and repeat.

Look at the rain! It's good that the monsoon will finish soon!

Culture Vulture



Did you know that between 2000 and 2010 Britain had seven serious floods, two tornadoes, two heat waves, two periods of heavy snow and one hurricane? Does your country often have extreme weather?

4 Grammar

will and going to

a Look at the examples and match them with the uses.

- 1 *There are dark, heavy monsoon clouds, so it's **going to rain** soon.*
- 2 *We expect it **will be** difficult to get to the shops once the rain starts.*
- 3 *But we're **going to make** our basement stronger, just in case.*
- 4 *I'll **help** you!*

- A** a decision made at the time of speaking (sometimes an offer or promise)
- B** a future plan or intention
- C** a prediction based on present evidence
- D** a prediction about the future (often with *think, hope, expect*, etc.)


Grammar reference: Workbook page 82

b Complete the sentences with *will* or *going to* and the verbs in brackets.

- 1 I've made a homework plan. I (write) my history essay tomorrow.
- 2 Do you think there (be) more extreme weather in the future?
- 3 A: This bag is really heavy!
 B: I (carry) it for you!
- 4 Look out! You (fall)!
- 5 I (not tidy) my room this evening. I want to go out.
- 6 I expect you (have) a great time on holiday.

Check it out!

- We use the present continuous and *going to* for future arrangements. I'm **meeting** / **going to meet** my friends later.
- However, we can't use the present continuous for intentions, if there isn't an arrangement. One day I'm **going to buy** a big car. NOT ~~One day I'm buying a big car.~~

c  1.24 **Circle** the correct words, then listen and check your answers.



Have you heard ¹ *what's happening / what will happen* at school next Friday? ² *We'll have / We're having* a special Mad Hair Day to raise money for people who are homeless after the earthquake. If you pay £1, you can come to school with a crazy hairstyle or a silly hat. ³ *It'll be / It's being* fun! Sam and I ⁴ *are going to spray / will spray* our hair different colours. ⁵ *We're going / We'll go* to a concert after school. ⁶ *It's being / It'll be* good to have funky hair.

d Work with a partner. Complete the sentences so they are true for you, then compare.

- | | |
|----------------------------|------------------------|
| 1 After class, I think ... | 3 At the weekend I ... |
| 2 This evening I ... | 4 Next year, I ... |

5 Speak

a Work on your own. You are going to volunteer after a natural disaster. Think of a disaster and fill in the information.

Country:

Disaster:

Problems:

.....

.....

.....

Your job:

b Work with a partner. Take turns to interview each other about your volunteer work. Ask about the country, the disaster, the problems and your partner's job. Make notes.

c Compare your notes. Which volunteer's job will be more difficult? Why?

6 Vocabulary

Outdoor equipment

a 1.25 Match the words with the pictures. Then listen and check.

- 1 anorak 2 fleece 3 goggles 4 insect repellent
 5 rucksack 6 sleeping bag 7 sun cream
 8 torch 9 walking boots 10 wetsuit

b Complete the sentences with words from Exercise 6a.

- My is really comfortable to carry, even when it's heavy.
- He wears a to keep warm when he goes windsurfing.
- When we go camping we sleep in a
- She's got very pale skin so she takes lots of when she travels to hot countries.
- I always get bitten by mosquitoes when I forget to take
- They forgot to take a with them so they couldn't see anything at night.
- He always takes a when he goes climbing. It's lighter and warmer than a normal jumper.
- Her T-shirt was dry because she was wearing an over it, but her jeans got very wet in the rain.



c Imagine you are going on these trips. Write three items from Exercise 6a that you would take with you.

Surfing	Skiing	Camping	Trekking	Safari
			fleece walking boots rucksack	

7 Listen

a 1.26 Listen to three conversations about people getting ready to go on holiday. Number the items in the order you hear them.

- | | | | |
|------------------|--------------------------|---------------|--------------------------|
| skis | <input type="checkbox"/> | goggles | <input type="checkbox"/> |
| sleeping bag | <input type="checkbox"/> | snowboard | <input type="checkbox"/> |
| sun cream | <input type="checkbox"/> | walking boots | <input type="checkbox"/> |
| insect repellent | <input type="checkbox"/> | fleece | <input type="checkbox"/> |

b 1.26 Listen again. Are the sentences *right* (✓) or *wrong* (X)? Correct the wrong sentences.

- Dan and Ben both need a new sleeping bag.
- Dan and Ben will have to take fleeces on their trip.
- Jess and Simone are going to share a bottle of insect repellent.
- Jess and Simone are going to the beach on Thursday.
- Toby is really good at snowboarding.
- Marlene and Toby are both going to go snowboarding.

c Work with a partner. Which of the holidays would you like to go on? Why?

8 Grammar

Future continuous

- a** Look at the examples. Then **circle** the correct words to complete the rules.

→ Next Friday we **‘ll be sunbathing** and **swimming** in the sea.

We **won't be sleeping** in a tent.

- We use the future continuous for actions in progress at **a / no** specific time in the future.
- We form the future continuous with **will be + infinitive / verb + -ing**

Grammar reference: Workbook page 84

- b** Complete the sentences with the verbs in brackets. Use the future continuous or *will*.

- 1 That cheap sun cream isn't waterproof. I (get) this one instead.
- 2 This time next week we (walk) in the Himalayas. I can't believe it.
- 3 I think perhaps I (get) a job in the campsite shop again this summer.
- 4 Just think, in three days' time you (lie) on a sunny beach.
- 5 Call me at seven o'clock. I (not do) my homework at that time.

- c** Work in a group. Ask and answer questions about the future. Add extra words if necessary.

in the summer at 9am on Saturday
 this time next Thursday in 10 years' time

- A: *What will you be doing in the summer?*
 B: *I'll be working at the café in town.*



Interaction 3 DVD

Getting ready for a trip



- a** 1.27 Listen to Jack and Millie deciding what to take on a camping trip. Tick (✓) the things in the picture that they are definitely going to take.

- b** 1.27 Listen again and match the sentence halves.

- | | |
|------------------------------|---------------------------|
| 1 We'll definitely need | A be easy to buy food. |
| 2 I reckon it'll | B just in case. |
| 3 Let's take the tin opener, | C we'll need the jumpers. |
| 4 We'll decide on | D take the fleeces? |
| 5 Do you think it'll | E be cold in the evening? |
| 6 Shall we | F sleeping bags. |
| 7 I don't think | G the stove later. |

- c** Work with a partner.

Student A: Turn to page 118.
 Student B: Turn to page 121.

Portfolio 3

An email asking for information

- a Jez has seen this advert online. Read the advert. What three types of work does it advertise?

Adventure Volunteers

File Edit View Insert Format Tools Actions Help


http://interactive.cambridge.org/

Adventure volunteer programmes for teens

Doing voluntary work is an exciting and rewarding way to travel to other countries. Make a positive contribution to the places you visit by helping others. At 'Reach Out' we organise volunteer trips for young people aged 16–18. If you are simply looking for a fantastic adventure, we also offer great trips packed with action, supervised by experts.



House building in Thailand



Wildlife conservation in Zimbabwe



Help children improve their survival skills in the Canadian mountains

Write to us with your questions and we will send you detailed information.

- b Read Jez's email. Which trip does he choose and why? What does he want to know?
- c Read Jez's email again. Find and correct six spelling mistakes.
- d You have seen these trips advertised on a website. Choose the trip you would prefer to go on.
- 1 **Look after cute monkeys in Sri Lanka!**
 - 2 **Tree planting and flora conservation in Costa Rica.**
 - 3 **Teach sports, art or basic computer skills to children in Tanzania.**
- e Write an email to explain which trip you want to go on and to ask for more information. Ask about some of the things in the box. Check your spelling.

getting to and from the destination
 the length of the trip clothes equipment
 activities during the trip places to stay
 food weather other information

- f Work with a partner. Read your partner's email. Which trip does he/she choose and why? Does he/she ask good questions?

info@adventurevolunteers.org

To: info@adventurevolunteers.org

Subject: conservation volunteering

Dear Sir/Madam,

I am interested in taking part in a volunteer programme. I would like to help with wildlife conservation as I love animals and have always wanted to go on safari to take photos of beautiful wild animals like lions or elephants.

I am writing to ask you for some more information about the trip. How long will I be able to stay in Zimbabwe and when will the trip start? I'll have four weeks free from 20th July. How many other people will I be traveling with? It would be great to meet them before the trip if possible. What equipment will I need to take? Will I need special walking boots? I'm also keen to learn more about the conservation activities on the trip. What kinds of activities will we be doing every day?

I'm really looking forward to going on the trip. I think it'll be a fantastic experience.

Yours faithfully,
 Jez Martin

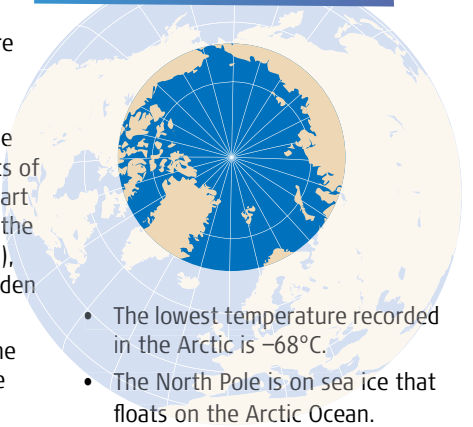
1

Arctic Action

Can you imagine trying to survive in freezing cold Arctic weather? Weather conditions have always been extreme in this area but, because of climate change, the Arctic is in danger. Sea temperatures are rising, the ice is melting and the ecosystem is changing dramatically. Many people are campaigning to protect the Arctic and we found out about three campaigns that are really making an impact.

THE ARCTIC FACTS AND FIGURES

- The Arctic covers more than one sixth of the Earth's surface.
- The Arctic includes the Arctic Ocean and parts of Canada, Greenland (part of Denmark), Russia, the United States (Alaska), Iceland, Norway, Sweden and Finland
- The Arctic Ocean is the smallest ocean on the planet.



- The lowest temperature recorded in the Arctic is -68°C .
- The North Pole is on sea ice that floats on the Arctic Ocean.

2

STUDENTS ON ICE

Students on Ice offers unique educational expeditions to the Arctic and Antarctic for young people aged 14–18. This Canadian organisation brings teachers and scientists together to work with students from around the world who are interested in learning about the polar regions. They travel on a ship and make trips onto the land and ice to learn about local communities, wildlife, and marine and plant life. Learning about these places in a classroom is one thing, but learning about them when you are physically there is completely different! The founder of the organisation, Geoff Green, hopes that when participants return home they will be Polar Ambassadors. This means they will be able to give talks, do research and motivate others to become interested in protecting the polar regions.

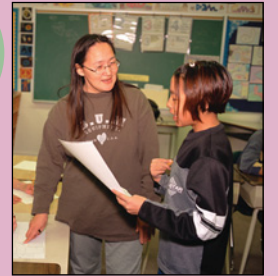


3

National Inuit Youth Council



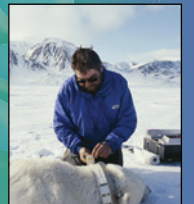
The **National Inuit Youth Council (NIYC)** works to protect the interests of young Inuit people, who are natives of the Arctic region. The organisation campaigns to preserve their language and culture. These young people know that climate change will directly affect them and they need to be heard. This group is also trying to find out more about climate change. One group of young people met in Inuvik, northern Canada, to take part in a conference on climate change. The participants had the opportunity to learn from experts. As well as learning about climate change in talks and presentations, they also went out on 'field trips' to learn more about the land and to experiment with new green technologies such as solar-powered cars. They all agreed that it is important to campaign to help slow down the climate changes that are affecting the landscape and will affect the whole planet in the future.



4

World Wide Fund for Nature (WWF) Polar Bear Tracker

The **World Wide Fund for Nature (WWF)** is working hard to try and save the polar bear, whose habitat is threatened because of global warming. They have launched the Polar Bear Tracker campaign to help people understand why polar bears are in danger and to get people involved in following their progress. They have put special electronic tags on six polar bears in Canada's Hudson Bay. Have a look below to see how the WWF team managed to tag these enormous creatures. The electronic tags receive satellite signals and anybody who is interested can track the polar bears' movements live online.





1 Culture World: The Arctic

- a** Read the webzine quickly and choose the best title for the page.
- 1 Arctic animals in danger
 - 2 Working to save the Arctic
 - 3 The history and people of the Arctic
 - 4 Young people studying the Arctic
- b** Read the texts again and answer the questions.
- 1 Why is the Arctic in danger?
 - 2 What can students learn on the *Students on Ice* programme?
 - 3 Where is the organisation *Students on Ice* from?
 - 4 What does the NIYC want to save?
 - 5 Why is the polar bear's habitat in danger?
 - 6 Who can track the polar bears?
- c** Find the words in the texts that mean ...
- 1 changing from a solid to a liquid because of heat (text 1)
 - 2 a powerful effect that something has on a situation or a person (text 1)
 - 3 an organised journey, especially a long one for a particular purpose (text 2)
 - 4 an event where there are talks about a particular subject (text 3)
 - 5 visits made by students to study something away from their school or college (text 3)
 - 6 follow a person or animal by using electronic equipment (text 4).
- d** Work with a partner. Answer the questions.
- 1 Would you like to go on an expedition to the Arctic? Why? / Why not?
 - 2 What do you think about the Polar Bear Tracker campaign? Do you think it would be interesting to follow a polar bear? Why? / Why not?
 - 3 Do you think that politicians and world leaders really listen to young people's opinions? Why? / Why not?

2 Your project

Campaigning for action

- a** Work in a group. Complete a table like the one below with information about a campaign you would like to begin in your area.

Campaign	Location	Problem	Action
WWF's Polar Bear Tracker Campaign.	Hudson Bay, Canada.	Polar bears are in danger as their habitat is changing.	Tag and track a group of polar bears so that people around the world can follow them.

- b** Plan your campaign. Think about events you can organise, and different ways you can advertise your campaign.
- c** Make a poster or flyer to advertise your campaign. Include pictures, and details of the events you have planned.

KEY FACTS

- There are about 105,000 homeless people living in Australia.
- 1/5 of them are under 18.
- 12% are under 12.
- Most live in Sydney, Perth, Melbourne and Brisbane.
- The main cause of homelessness is domestic and family violence!
- 40% suffer from post-traumatic stress disorder.

HELP THE HOMELESS in AUSTRALIA

THE PROBLEM

There are about 105,000 homeless people living without a home in Australia. There are initiatives to help reduce these people - the Federal Government Homelessness Assistance Program.

But every winter, every day in Australia, thousands of people have to spend the night sleeping on the street, in a shelter, in a car, or in a park.

The aim is to help these people, help them find a home - but we need your help to do this.

How we help the homeless

Homelessness is difficult enough without having to beg to stay alive. Therefore we provide a place for the destitute to collect food parcels and basic survival materials such as blankets and clothes.

Our Events:

- We campaign to raise awareness about the plight of the homeless.
- We give out aid packs from centres throughout Australia.
- Confidential advice sessions.
- We man over 50 collection bins for food donated to the homeless.

How you can help us

1. We are keen to accept donations to fill our aid-packs:
 - Bedding
 - Food and drink
 - Clothing
2. We greatly appreciate your donations of money at www.HTU.au.
3. We hugely value and need any time you can volunteer to us. You can choose how and when you would like to help.
4. Spread the WORD.