

Project7: Disasters and Safety

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- Sequence 1
- Sequence 2
- Sequence 3
- Sequence 4

- Sequence 1:



I. Reading Activities:



Read this text carefully.

Plane crash in Venezuela.

MACHIQUES, Venezuela (AP) – A chartered jet filled with tourists returning home to the French Caribbean island of Martinique crashed Tuesday in western Venezuela, killing all 160 people on board. The pilot had been attempting an emergency landing after both engines failed, officials said.

Wreckage was strewn across a remote wooded area among cattle ranches near Machiques, 400 miles west of Caracas near the border with Colombia just east of the Sierra de Perija mountain range. From above, only the tail of the West Caribbean Airways plane could be seen intact, lying among trees*



Rescuers pulled dozens of bodies from the site and recovered one of the plane's black boxes, which could give clues to the cause of the crash, said Air Force Maj. Javier Perez, the search and rescue chief. He said the cockpit voice recorder had not been found.

As the plane developed problems just after 3 a.m., the Colombian pilot radioed to a nearby airport in western Venezuela requesting permission for an emergency landing, saying both engines had failed. But within 10 minutes, the McDonnell Douglas MD-82 fell into a steep descent and broke apart on impact, Venezuelan officials said. Residents reported hearing an explosion.

1. What is the nature of this document? Choose the best answer (a, b, or c) and circle it.

- a) An extract from a novel.
- b) The pitch of a film.
- c) A newspaper article.

. Say whether these statements are true (T), false (F) or not mentioned (NM).

- a) The plane was coming from Martinique.
- b) Nobody survived the crash.
- c) Machiques is a small town in Venezuela.
- d) Rescuers found one of the black boxes.
- e) Residents saw the plane crashing.

3. Write questions for these answers.

- a) To the French Caribbean island of Martinique.

.....

- b) Both engines failed.

.....

- c) Air Force Major Javier Perez.

.....

4. Complete this table with the appropriate information.

Countries	Cities/towns	Mountains	People involved
.....
.....
.....		
		
		
		

5. Answer these questions:

a) Where did the plane crash?

.....

b) What did rescuers do?

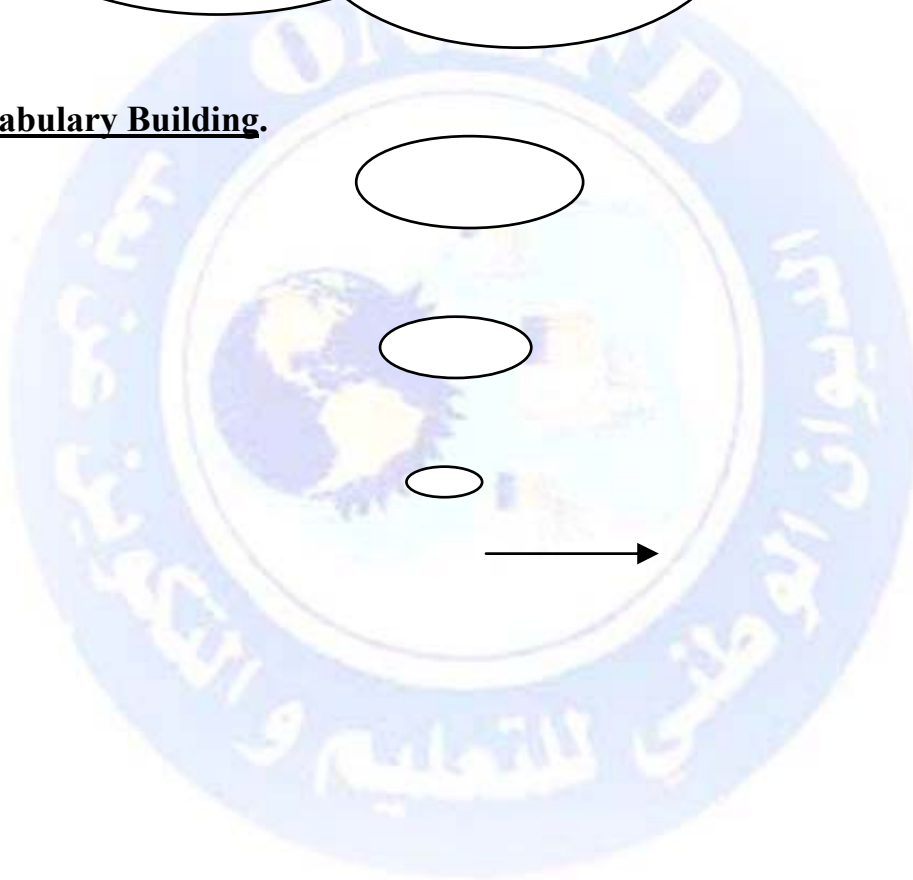
.....

c) How long did it take between the pilot's request for landing and the crash?

.....

Compound nouns are composed of two(2) nouns having a relation between them.
eg. - a belt of safety = a safety-belt.
-the world of business=the business world.

II -Vocabulary Building.



a) Which compound nouns can you form by matching a word in column A with another in column B?

A	B
government – food – climate – oil – population – office – plane – flood – safety – insurance – river	change – policy – growth – spills – crash – aid – walls – applications – forces – banks – measures.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....
- 11.....

b) Now, complete each sentence with the correct compound noun in a).

1. When the tanker “Erika” sank in the ocean, she caused an ecological disaster because of.....

.....

2. Pollution and its effects, such as the greenhouse effect and global warming are causing all over the world.
3. The rich countries should help the poor ones, but.....is not enough.
4. To prevent huge waves from inundating some Pacific Islands,should be built.
5. Insecurity is getting more and more acute; however, theare unable to deal with this problem.

III - Pronunciation and Spelling. Identifying sounds

Read these words; they have different sounds.

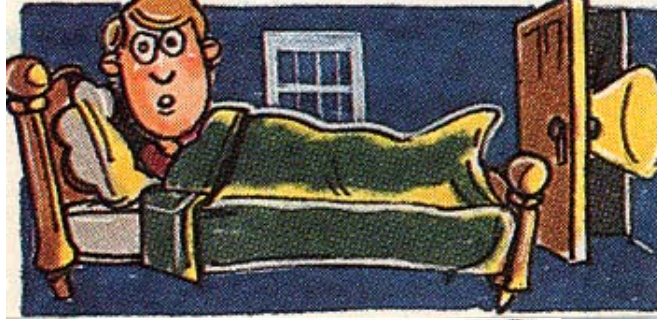
<p>1. aunt (n) sister of one's father or one's mother. [a:nt]</p> <p>ant (n) small insect living in well-organized societies. [ænt]</p>	<p>6. hope (v) expect and desire. [hoʊp]</p> <p>hop (v) jump on one foot or with both feet. [hɒp]</p>
<p>2. boat (n) small open vessel for travelling in on water. [boʊt]</p> <p>boot (n) outer covering for the foot, made of leather or rubber, covering the ankle. [bu:t]</p>	<p>7. ship (n) large sea vessel [ʃɪp]</p> <p>Chip (n) thin slice cut from a potato... [tʃɪp]</p>
<p>3. ankle (n) joint connecting the foot with the leg. [æŋkl]</p> <p>uncle (n) brother of one's father or one's mother. [ʌŋkl]</p>	<p>8. cheap (adj) low in price; costing little money. [tʃi:p]</p> <p>Sheep (n) grass-eating animal kept for its flesh and wool. [ʃi:p]</p>
<p>4. letter (n) written message sent by one person to another. [letə]</p> <p>litter (n) rubbish, paper, bottles, etc. left lying about in a place [lɪtə]</p>	<p>9. beat (v) hit repeatedly [bi:t]</p> <p>bit (n) small piece of anything [bɪt]</p> <p>bit (v) past of bite: cut with the teeth</p>

<p>5. pour (v) flow in a continuous stream. [pɔː] stream. poor (adj) having little money; [pʊə] not having and not able to get the necessities of life.</p>	<p>10. wander (v) go for from place to place without any special destination. wonder (v) ask oneself about... [wʌndə] about... feel surprised</p>
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Choose the correct word in each sentence.

1. My (aunt / ant) offered me a bicycle for my last birthday.
.....
2. Factories generally (poor / pour) their wastes in rivers or seas.
.....
3. I (hope / hop) he will recover from his disease very soon and leave hospital.
.....
4. All the children like eating (chips / ships).
.....
5. Muslims sacrifice a (sheep / cheap) to celebrate Aid El Adha.
.....
6. Homeless people spend all their time (wandering / wondering) in the streets.
.....
7. A rabied dog (bit / beat) him in the leg, so he was taken to hospital.
.....
8. As I was hurrying to catch the bus, I fell and hurt my (ankle / uncle).
.....

IV-. Mastery of Language.



Read the text. Pay attention to the underlined words.

When I was young, I woke up one night, and I was sure I could see a dark figure which was standing by the door, looking at me. My heart was beating wildly as I was lying on my bed. Then I called my father who came immediately. When he turned on the light, I was hiding under my blanket. My father called me and showed me that the “dark figure” was only my dressing-gown, hanging on the door.

Remember:

* We often use the past simple to talk about a completed past event and the past continuous to describe the situation that existed at the time. The completed past event interrupted the situation, or just occurred while the situation or event was in progress.

eg. I **was lying** under my blanket when he **entered** the room.

* When we talk about two past actions or events that went on over the same period of time, we can use the **past continuous** for both.

eg. My heart **was beating** wildly as I **was lying** on my bed.



Note how we form the past continuous:

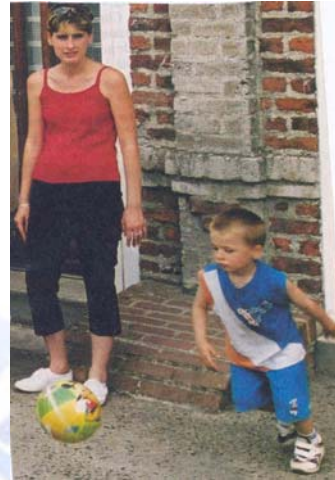
was / were + verb + ing

Statement	Negative	Interrogative
He was looking for his ticket when.....	He wasn't looking for his ticket	Was he looking for his ticket?
They were waiting for her when.....	They weren't waiting for	Were they waiting for?

1. Put the verbs in brackets in the correct tense: past simple or past continuous.

1. While Danny (play) with a ball,
his mother (watch) him.

.....
.....



2. Mr. Dean (answer) the phone
while he (take) notes.

.....
.....



3. As she (climb) the stairs,
she (slip) and (hurt) her ankle.

.....
.....



4. They (have) a ride when
they (collide) with a van.

.....
.....





5. While Kevin and Tom (feed) the hens, Andrew (drive) a tractor.

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.....

6. We (see) very nice carpets as we (wander) in the streets of the Kasbah.

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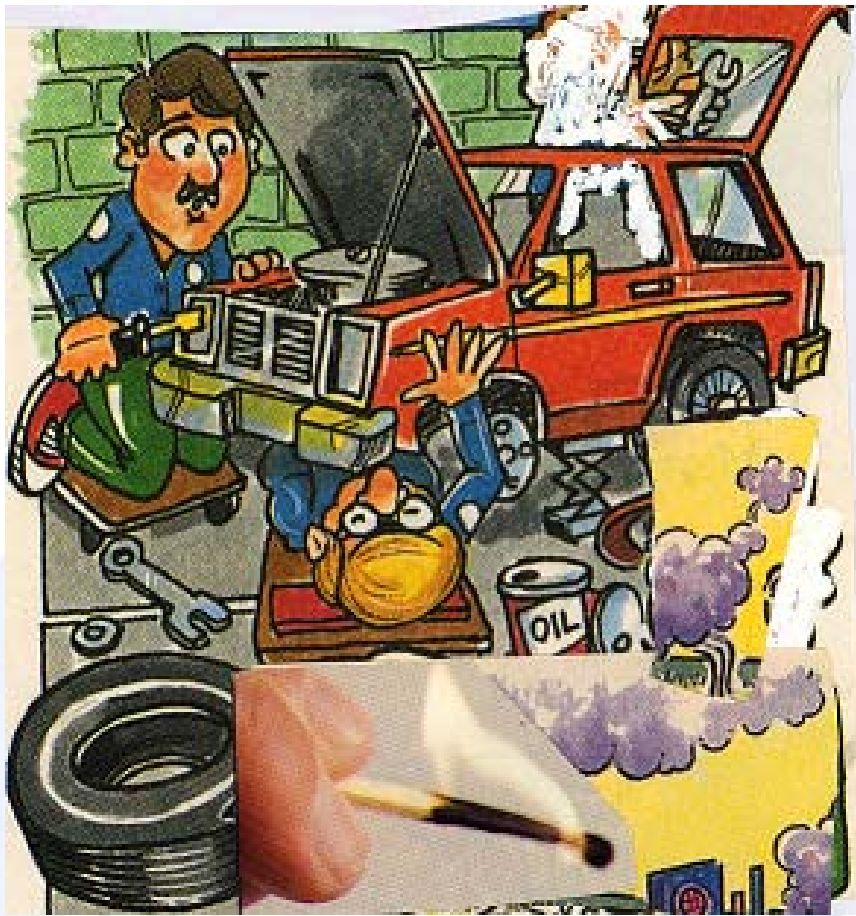


2. Complete the sentences using these pairs of verbs in the past simple or past continuous.

have / ring - get / drop - perform / break out - arrive / get -
rehearse / faint - water / start.

1. The actors.....the play when one of them.....
2. As he the flowers in his garden, itto rain.
3. Wedinner when the door-bell
4. As sheinto her car, she her bag.
5. The guestsas Idressed.
6. While the scientistsexperiments in the laboratory, a fire.....

3. Choose the right verbs in the right form to complete this paragraph.



Henryin the garage when hea pain in his back. Hedown on a chair anda cigarette. While hehis cigarette, his phoneso hehis cigarette away to answer. Heon the phone when a petrol tank near his carHenry was burnt and taken to hospital.

V. Writing Activities.

1. **Reorder these sentences to get a coherent paragraph. One sentence is irrelevant and must be left out.**

- a) She was examining it when it slipped from her fingers
- b) Jenny felt embarrassed and offered to pay for it.
- c) when she passed by an antique shop.
- d) and fell to the ground.
- e) She didn't see the vase which fell from a shelf.
- f) Jenny was walking down the street
- g) She saw a beautiful vase and asked to see it.

.....

.....

.....

.....

.....

.....

2. Fill in each gap with a word chosen from the box.

during – according – interpretations – area – most –
warning – of



An eruption began in the Green Lake area of Raoul Island volcano in March 2005. Based onof seismic data, the eruption lasted for 30 minutes, with theintense activity lasting 5 to 10 minutes. The eruption consistedthe ejection of mud and rocks. A strong sequence of earthquake began..... the evening of the 12th that declined a few days before the 17th.to GNS (Institute of Geological and Nuclear Sciences), the eruption appeared to have occurred without any.....

The last eruption from the Green Lake occurred during November 1964 to April 1965.

3. Write about a plane crash.

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• Sequence 2:

I. Reading Activities:

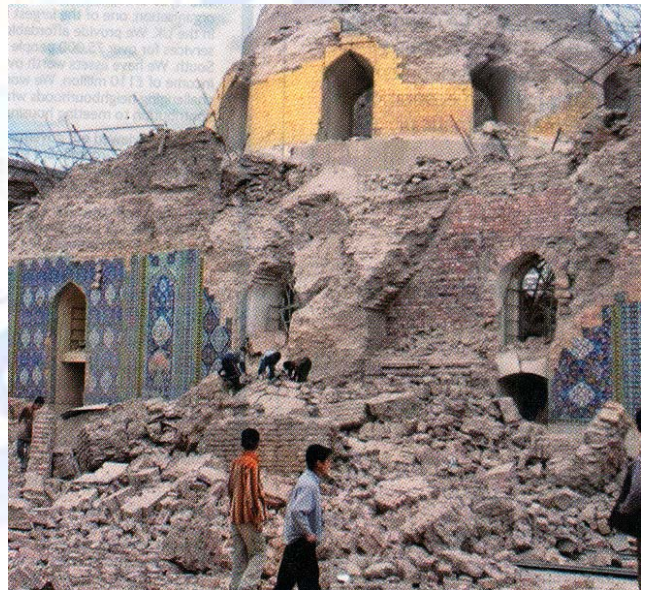
1. Read this text and say whether it is:

- a) a speech.
- b) a fictional document.
- c) a newspaper article.

A violent earthquake.

A violent earthquake and aftershocks razed Java Island early Saturday. 120,000 people were injured and more than 5,000 others died. According to some doctors from Red Cross, the death toll is expected to rise.

The 6.2 magnitude earthquake was centered some 38 km from the southern city of Yogyakarta which was completely destroyed. About 4,000 houses collapsed in the districts of Bantul and Kulonprogo. The telephone systems and electricity were not working.





What makes the situation worse is that volcano Merapi, situated not far from the city of Yogiakarta, is in activity and may erupt soon, causing another disaster.



National and International rescue operations have started to look for missing people. Humanitarian organizations have sent tents, food and medicines. Earthquakes and volcano eruptions are frequent in the Indonesian Archipelago which is situated along the “fire belt”, a region of great risks.

El Watan (May 28, 2006).

2. What is the main idea of the text? Put a (X) in the appropriate box

a) The risk of a volcanic eruption?

b) The earthquake and its effects?

جميع الحقوق محفوظة

c) The causes of the earthquake?

3. Are these statements true (T) or false (F) or not mentioned (NM). Tick (√) in the appropriate column.

1. Only a few people were killed, fortunately.
2. The number of deaths will increase very probably.
3. The earthquake had been predicted some time before.
4. The volcano Merapi is in activity because of the earthquake.
5. Rescuers from Indonesia and other countries are trying to find the missing people.
6. This is the first time Indonesia has been struck by an earthquake.

T	F	N M

4. Answer these questions.

1. What explains the big number of casualties?

.....

2. What does help consist of?

.....

5. Find in the text words that correspond to these definitions.

1. to demolish, to level to the ground, to destroy



.....

2. (sea with) a group of small islands

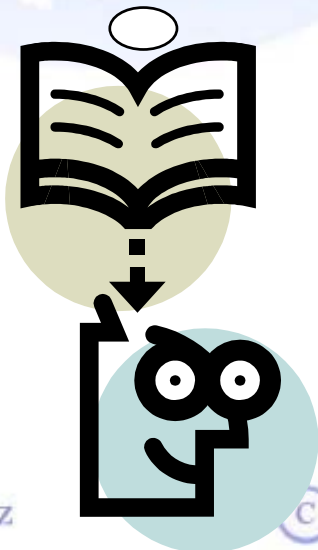


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II-Vocabulary Building.

We form most of the adjectives by adding suffixes to nouns :

**al – ive – y – ous – ed/ing – ful –
less – ant – able/ible**



a) Can you derive adjectives from these nouns?

Nouns	Adjectives
1. destruction
2. activity
3. electricity
4. death
5. injury
6. medicine
7. humanity
8. disaster
9. volcano
10. risk
11. strength
12. violence

b) Now, complete the paragraph with one of the adjectives from exercise a).

The flight to Berlin was.....(1)..... as the pilot had been ill two weeks before. In addition,(2).....winds were blowing that day. Only 20 minutes after the taking-off, the passengers heard a(3).....explosion: two engines took fire. The plane crashed in the mountains shortly after the pilot had sent distress signals. Most of the passengers died; a few were.....(4)..... . Two hours later, a team of rescuers arrived on the scene and gave them first(5)..... care before they carried them to the nearest hospital. It was a(6)..... trip!

III-Pronunciation and Spelling.

a) Read these pairs of words. They contain the same vowels but these vowels are pronounced differently.

eg.

- friend /e/	- chief /i:/
- said /e/	- rain /e i/
- rule /u:/	- rub /ʌ /
- search /ə:/	- disease /i:/
- take /ei/	- mad /æ/
- mist /i/	- dirty /ə:/

- stock /ɒ/	- stoke /ou/
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b) Now, read these words with a dictionary. Write the symbols of the underlined letter (s).

- bull
- cat
- flood
- write
- world
- repair
- mow
- drought
- coast
- skull
- march
- mood
- wrist
- cord
- maid
- vow
- journal
- broad

IV. Mastery of Language.

Read this text and pay attention to the underlined verbs.

Herbert was a student at Cambridge, but his home town was Luton. It was August and his family had gone to the seaside. Herbert went to France for his holidays, but he ran out of money, and came back home a week earlier than he had expected it.

As soon as he had let himself into the house, he took off his shirt to have a wash. Suddenly the back door burst open, and four policemen surrounded him. After they had made him sit down, they began asking him questions.

“What’s your name?”

“Where do you live?”

“I live here,” said Herbert. “I’ve been on holidays.” But nobody listened to him. Then one of the policemen left the house and returned with Herbert’s next-door neighbour who explained that he had made a mistake: he had seen a light and had thought that Herbert was a burglar.

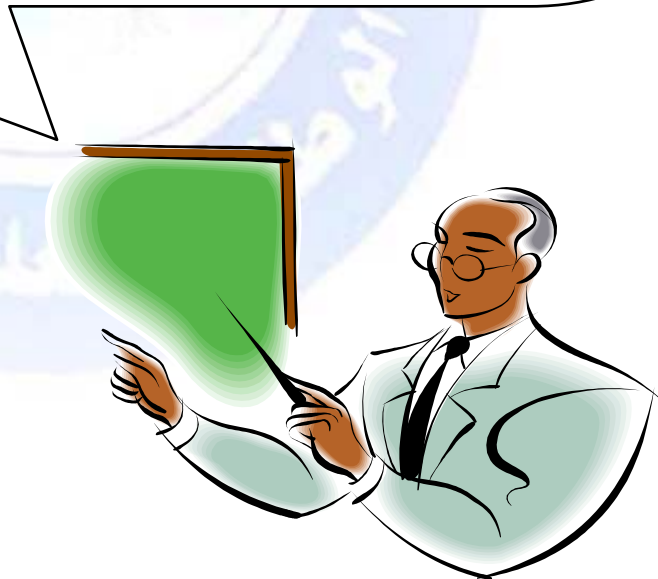
Remember:

* We use the past perfect **had + past participle** when we want to explain that one thing took place before something else.

* We use the **past perfect** together with the **past simple**.

eg. After I had classified the papers, I made a cup of tea.

* We use the past perfect with time conjunctions (**when, after, as soon as, before, until**) or with **because**.



Note the form the past perfect:

had + past participle

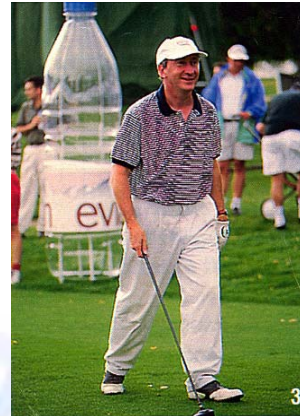
Statement	After they <u>had investigated</u> into the matter, they found out the cause.
Negative	I <u>had never travelled</u> abroad until I graduated from university.
Question	Why <u>had</u> nobody <u>noticed</u> before that he walked lamely?



1. Use the simple past simple and the past perfect.

1. Tony (never/play) golf until he (watch) Tiger Wood on TV.

.....
.....



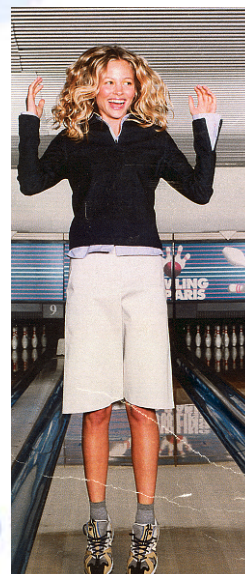
2. When she (drive) away, she realized that she (forget) her bag on the car roof.

.....
.....



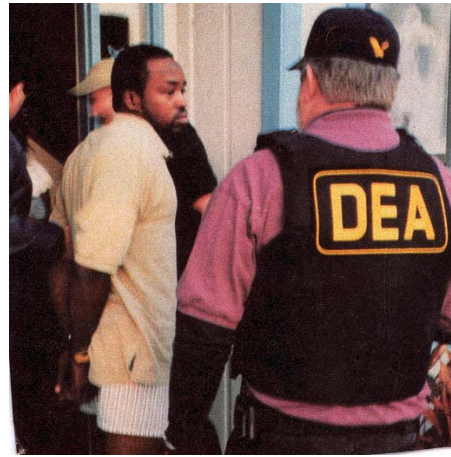
3. Sally (jump) with joy because she (win) the competition.

.....
.....



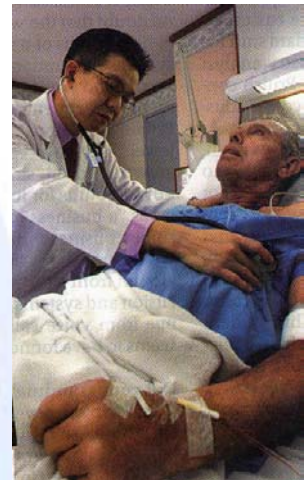
4. After the police (search) the house thoroughly, they (arrest) the dealer.

.....
.....



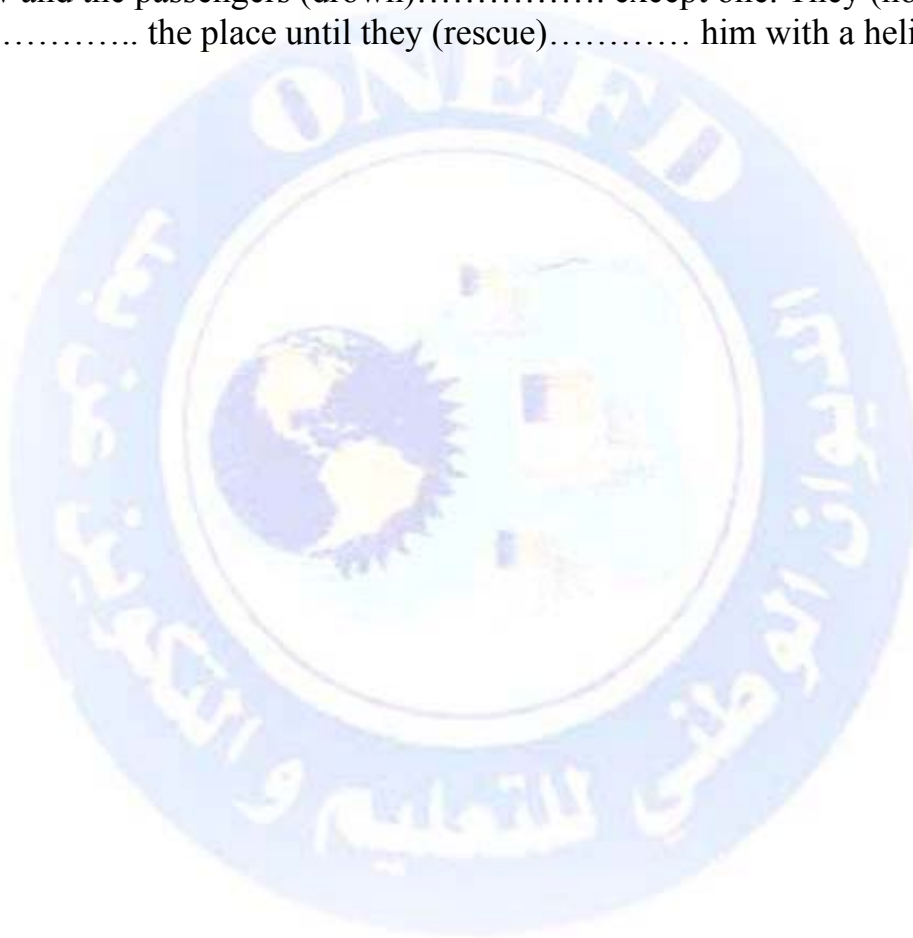
5. They (take) him to hospital because he (have) a heart attack.

.....
.....



2. Do the same.

Last Friday two ships
(collide)..... in the Atlantic.
The rescuers (arrive).....
shortly after they (receive).....
distress signals from one of the ships.
When they (get)..... on to the
ships, they (find)..... out that
the crew and the passengers (drown)..... except one. They (not
leave)..... the place until they (rescue)..... him with a helicopter.



**3. Tom was studying to be a social worker. As part of his training, he was taken to visit a prison.
Later, Tom wanted to ask a lot of questions about the prisoners he had seen.**

eg. “What about that bald man in the woodwork shop?” steal / silver / a stately home

“He had stolen a lot of silver from a stately home”

Now, do the same.

1. “What about the little Italian who was talking about football?”
shoot / wife’s lover

.....

2. “What about the old man singing gospels?”
take part / bank robbery.

.....

3. “And the tall Irishman with a scar on his face?”

murder / wife

.....

4. “What about that young Chinaman talking to himself?”

try / smuggle / heroin / Hong Kong

.....

5. “What about that fat English man with a long beard?”

steal / jewellery / store/ Bond Street.

.....

6. “What about that strong black man?”

kidnap / rich man’s son

.....

V. Writing Activities.

1. Reorder these words to write a coherent sentence each time.

1. / remain / it / happens / yourself / is / to / calm / when / the / control /
earthquake / very / and / important / . /

2. / have / no / it / end / it / to / choice / except / can / frightening / be / but /
wait / you / for / to / . /

.....

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2. Here are some safety measures to take during an earthquake. Complete with the words in the box.

don't – from – greatest – until – way – remain – lifts – safe – or – outdoors

When you feel the ground is shaking, act immediately, remembering that thedanger is from falling debris.

First, try tocalm. Second, move to aplace. Get under a table if it is possible.....stand in the corner of the room.

In this, you will not be hurt by falling objects. Stay awaywindows and heavy objects because they may slide across the room and hurt. As a general rulerun out of a building. And if you are in a tall building, don't rush for stairs or: stairs may collapse and lifts are often blocked. If you are, try to get away from tall buildings. Remain in the carthe shaking stops.

Adapted from Earthquakes- How to protect your Life and Property

By James M. GEAR and Haresh C. SHAH

3. Write a paragraph about the earthquake that happened in Boumerdès some years ago.

You may use these questions to help you.

- When did it happen?
- How many people died?
- What happened to the survivors?
- Mention rescue operations. What did you do personally?
- What were your feelings?

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• Sequence 3:

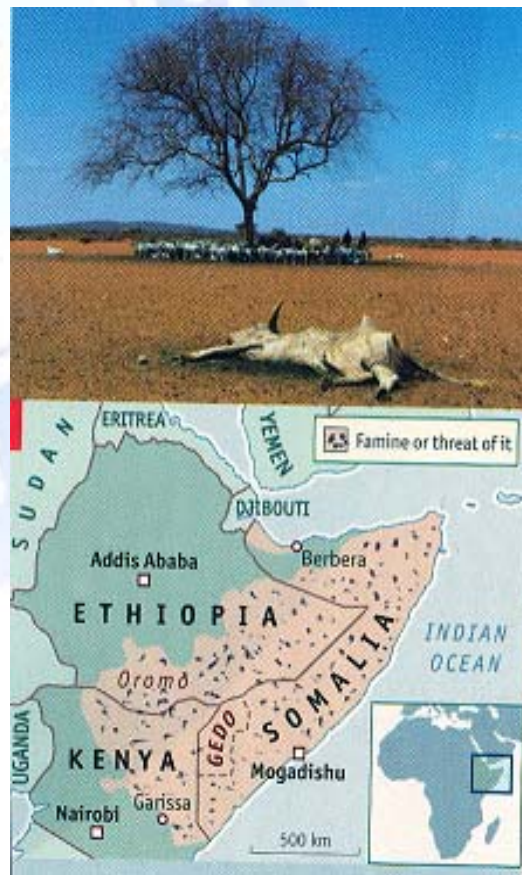
I. Reading Activities:

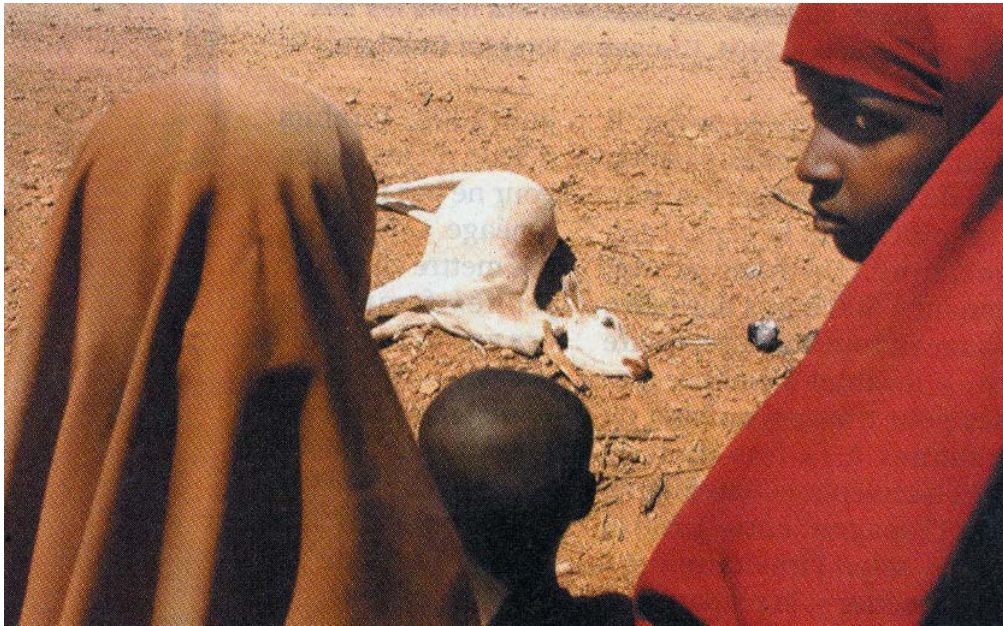
Read this article.

Famine Spreads

A drought in the Horn of Africa, the worst in a decade, could have big strategic as well as humanitarian consequences. Some 11m. people in the region are at risk of famine this year. If next month's hopes for rains fail, as some meteorologists fear, that number could rise to 20m.

The drought is particularly acute in the badlands of northern Kenya, south-eastern Ethiopia, and southern Somalia, with some 6m at risk of starvation. Many will be saved by food and medicine sent from outside, but the livestock on which their economy relies are already dying. It is estimated that 80% of cattle in Somalia's Gedo region will die, even if the rains arrive.





Ethiopia is inured to hunger, with 8m already relying on food help. Their problem may get worse. There has been only one year of good rain in the wider region since 1999. Some scientists suspect climate change. Population growth has, in any case, outstripped resources. Food aid may keep more people on the land than can ever feed themselves, even when the rains are on time. The upshot could be roaming, well-armed, hungry people spilling out of the badlands.

1. Complete this table with the appropriate information.

Regions affected by the drought	Consequences on people and on animals	Solutions to the problem
.....

2. Choose the best answer (a, b, c or d)

The topic of this article is:

- a) The humanitarian institutions' role.
- b) The climatic changes.
- c) Famine is ravaging some places in Africa.
- d) Food aid to the African countries.

3. Answer the following questions.

a) What are the hungry populations hoping for?

.....

b) How can people escape from death?

.....

c) How long hasn't it rained in the region?

.....

4. Pick out two (2) words that have the same meaning as famine.

.....

.....

5. Choose the answer (a, b, or c) that can best explain the underlined words.

1. A decade is a period of time of

a) ten years

b) twenty years

c) one hundred years

2. Some regions in Africa suffer from drought.

A drought is

a) a lack of food

b) a lack of rain

c) a wet season

3. Some meteorologists fear that number could rise to 20m.

a) think

b) are afraid

c) wish

4. The drought is particularly acute in the badlands. It is

a) real

b) sensible

c) serious

5. Ethiopia is inured to hunger.

- a) condemned b) accustomed c) bound

6. People are relying on food help.

- a) hoping for b) getting c) depending on

7. The population has outstripped resources.

- a) surpassed b) spoilt c) changed

8. The upshot of the drought could be hungry people spilling out of the badlands.

- a) purpose b) cause c) effect

II. Vocabulary Building.

We form nouns by adding suffixes such as : ment, ion, ship, hood, ness, ance (ence), age, ism, ty...

eg. improve → improvement

champion → championship

happy → happiness



6. Can you derive nouns from these words?

- develop → - restrict → - depend → - affirm → - entertain →	- mad → - relation → - state → - evacuate → - brother →
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III. Pronunciation and Spelling

Syllable stress:

Stress shifts from one syllable to another one, whether the word is a noun or an adjective.

Noun	Adjective
appa'rition	ap'parent
appli'cation	'applicable
for'mality	'formal
spon'taneity	spon'taneous
'realism	rea'listic

7. Read these words with a dictionary and mark the stress.

Noun	Adjective
probability	probable
prohibition	prohibitive
monument	monumental
mortality	mortal

irony	ironic
experiment	experimental
notoriety	notorious
limitation	limited

8. Choose the correct word in each sentence.

1. It has been proved by (experiment / experimental) that the atom can be divided.
2. If this disease spreads, the doctors fear that there will be a high (mortality / mortal).
3. The government has put a (prohibition / prohibitive) tax on foreign goods.
4. Al Capone who was a (notoriety / notorious) gangster was imprisoned at Alcatraz State prison.
5. The artist spent years on his (monument / monumental) painting, which covered the whole roof of the museum.

IV. Mastery of Language

A. Read this conversation. Pay attention to the underlined words.

Meriem is Mrs Langdon's au pair. She is very upset.

Mrs Langdon: What's the matter, Meriem?

Meriem: Something awful happened. Someone stole my bag at Petticoat Lane.

Mrs Langdon: Oh, dear, did you lose a lot of money?

Meriem: No, only a few pounds, but my passport was in the bag. That's why I'm really worried.

Mrs Langdon: You must tell your embassy about it and I think they will issue you a new one.

Meriem: I should go this afternoon.

Mrs Langdon: You must report to the police that it has been stolen. Did you report it to the police?

Meriem: No, I couldn't find a policeman.

Mrs Langdon: Well, you ought to go to the police station tomorrow morning.

Meriem: Yes, I'll do it tomorrow.

* **must, should, could, ought to, mustn't, needn't** are modals.

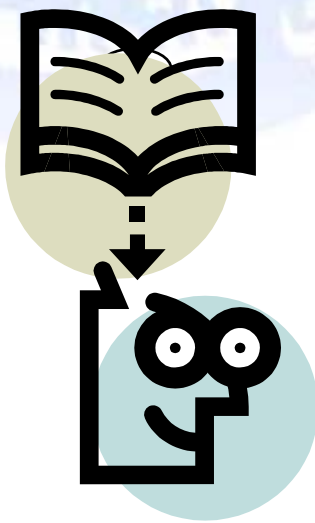
* When we want to say that it is **necessary to do** something, we use **must**.

eg. You must book your plane seat before July.

*When we give **advice** or make a **recommendation**, we use **should** or **ought to**.

(continued)

- * **can** and **could** are used when we talk about a possibility.
- eg. -Moving to a new house can be a stressful experience.
- The new measures could lead to fewer road accidents.



(continued)

* **mustn't** is used to express prohibition. It means that something **is not allowed**.

eg. You **mustn't** park your car here; this is a no parking area.

* **needn't** or **don't need to** are used to say that something is not necessary.

eg. You **needn't** / **don't need to** speak so loudly.



1. Complete these statements with should or shouldn't using one of these verbs:

swim- include – keep – go – listen - check

1. I think youto him; he knows what he is talking about.
2. If you're feeling ill, Ito work, if I were you.
3. Youmedicines out of reach of children.
4. She her answers more thoroughly if she wants to have a good mark.
5. Your application form.....more information about courses taken at university.
6. You in this place; the water is polluted.

2. Say what these people must or mustn't do.

eg. The driver of a car
have a licence / drive without a licence.

- a) The driver of a car must have a licence.
- b) The driver of a car mustn't drive without a licence.

1. A professional footballer
smoke / train very hard.

- a)
- b)

2. A visitor to the zoo
pay at the entrance / feed the monkeys.

- a)
- b)

3. A shop assistant
be rude to the customers / be helpful.

- a)
- b)

4. A motorist
drive fast / respect the traffic signs.

- a)
- b)

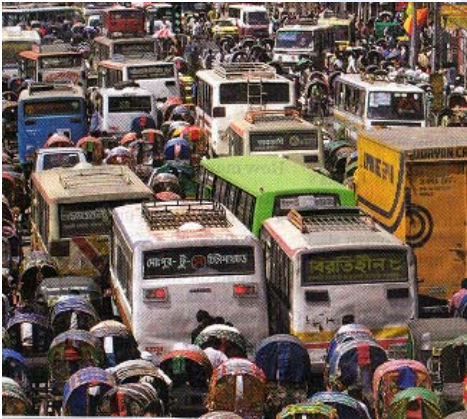
3. Complete with must, mustn't or needn't.

1. She hurry; there is plenty of time before the train leaves.





2. Yousmoke heavily.
Don't you know that smoking kills?



3. The authorities find
a solution to traffic problems in
large cities.



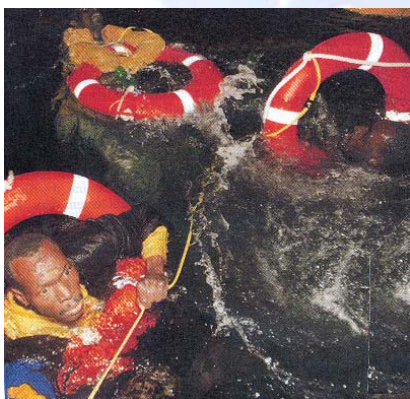
4. John is suffering from a nervous breakdown. His friends stand by him to give him comfort.



5. Theyplay in this dirty area.



6. She take a lot of clothes; she is leaving for only two days.



7. The rescuers help these people very quickly before they are drowned.

B. Read this passage.

Pay attention to the underlined words.

We went to Roy's house last night. We rang the doorbell, but nobody answered.

He must have gone out or he must have been asleep.

He might not have heard the bell.

We should have phoned him before we went.

Remember:

* We use **must have + past participle** when we draw a conclusion about something in the past.
eg. Your father **must have been** angry when he saw your marks.

* We use **may / might have + past participle** to say what was possible in the past.
eg. I wonder why Clara didn't come to the party.
They **may / might not have invited** her.
(= perhaps they didn't invite her)



Remember also:

* We use **should / ought to have + past participle** to talk about an obligation in the past. We often indicate criticism or regret.

eg. Sam took my dictionary without asking me.

He **should / ought to have asked** me before taking it.

* We also use **should have / ought to have + past participle** to talk about an expectation that something happened, has happened or will happen.

eg. The workers **should / ought to have finished** repairing that road by the end of the week.

* We use **may / might / could have + past participle** to say that **it is possible something happened in the past**.

eg. John hasn't arrived yet. He **may / might / could have lost** his way.

* We use **might / could have + past participle** to say that **something was possible in the past, but we know that it did not in fact happen**.

eg. Brian **might / could have won** the competition easily, but he didn't make any efforts.



Remember also:

* We use **didn't need to (or didn't have to)** to say that it was not necessary to do something in the past, and it wasn't done.

eg. My neighbour gave me a lift, so

- I didn't need to take a taxi to go to university.

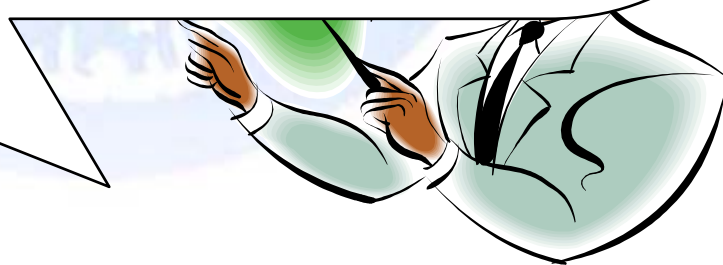
- didn't have to take a taxi to go to university.

(= it wasn't necessary to take a taxi so I didn't take a taxi)

* We use **needn't have + past participle** when we think that something that was done was not, in fact, necessary.

eg. You needn't have hurried because the train was late.

(= You hurried but it wasn't necessary)



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4. Read this situation and use the words in brackets to write sentences with must have or can't have and the verbs in the correct form.

1. The doorbell rang but I didn't hear it. (I / be asleep)

Iasleep.

2. Jill did the opposite of what I asked her to do. (she / not understand / what I said).

She

3. The traffic lights turned red but the car didn't stop. (the driver / see / the red light).

.....

4. I can't find my umbrella.
(I / leave / it in the restaurant last night).

.....

5. Mark passed the exam without studying for it.
(the exam / be very difficult).

.....

5. Complete these sentences with a, b, or c.

1. John hasn't lost weight;

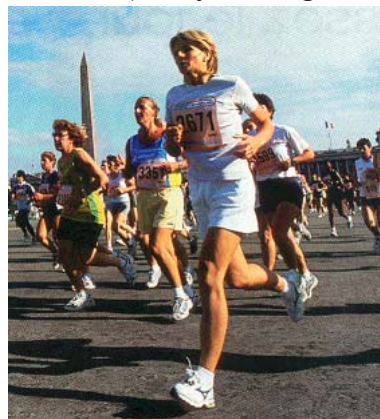
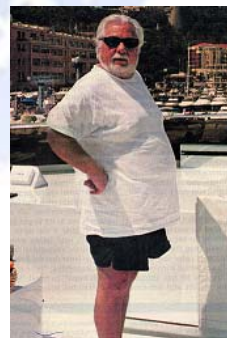
he on a diet.

a) must have gone

b) can't have gone

c) may have gone

2. Norma was a good athlete.



She but she
didn't as she sprained her ankle.

a) could have won

b) can't have won

c) must have won

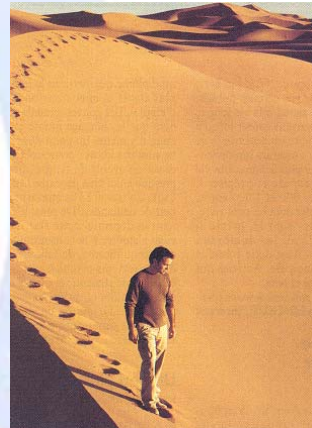
3. Fred was alone in the desert.

He his way.

a) can't have lost

b) should have lost

c) must have lost



4. Sally some respiratory trouble; this is why she is at hospital.



a) might have had

b) could have had

c) couldn't have had

5. Michael Diana flowers instead of onions.



a) may have offered

b) should have offered

c) can't have offered

6. Rewrite these sentences with didn't need to or needn't have + past participle.

1. a) I didn't cook the dinner yesterday because everybody went to the restaurant.
b) I the dinner yesterday
2. a) He booked his seat on the flight to Berlin in advance and realized later that the flight was cancelled.
b) He his seat on the flight to Berlin.
3. a) She apologized to the biology teacher for having been absent and learnt that he hadn't come to school that same day.
b) She
4. a) We knew it was not necessary to speak Danish in Denmark as people use English a lot.
b) We Danish in Denmark.
5. a) The teacher suggested to explain to us the exercise but we told him it wasn't necessary.
b) The teacher the exercise.
6. a) I did some shopping, only to realize when I arrived home that the fridge was full.
b) I

7. Choose one of the sentences in B to continue a sentence in A. Change each one to include either could have + past participle or needn't have + past participle.

A	B
1. I didn't realize it was so near	a) I brought my own.
2. You didn't tell me you had no money.	b) I didn't lend you mine.
3. Nobody told me that food would be provided.	c) I bought a copy.
4. I didn't know it would be such an informal party.	d) I didn't lend you any.

5. You didn't tell me you'd lost you umbrella

e) I got changed.

6.I didn't know that book was
in the library

f) I took a taxi

.....
.....
.....
.....



V. Writing Activities.

1. Reorder these words to write a coherent sentence.

project / an / encouraged / which / was / to / 3 million hectares / of / “Green Belt” / was / cover / The / UNO / by / area / intended / . /

2. Complete this dialogue.

A: There was a documentary on TV about the “Green Belt” last night. Did you see it?

B:

A: The “Green Belt” or “the Green Dam” is an ecological project. It refers to the thousands of trees that were planted in the South.

B:

A: In 1969. More than 20,000 young soldiers planted these trees.

B:

A: Well, to prevent the desert from advancing towards the North

B:

A: There is a reduction in the wind speed, so the soil is not carried away; thus, the desert doesn't advance towards the North

B:

A: Of course, they are. Without trees, we can't breathe oxygen, we can't live. This is why we must protect forests.

- **Sequence 4:**

I. Reading Activities:



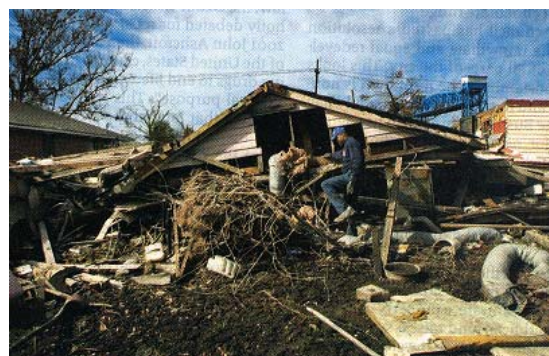
Read the following text then answer the questions.

Hurricane Katrina

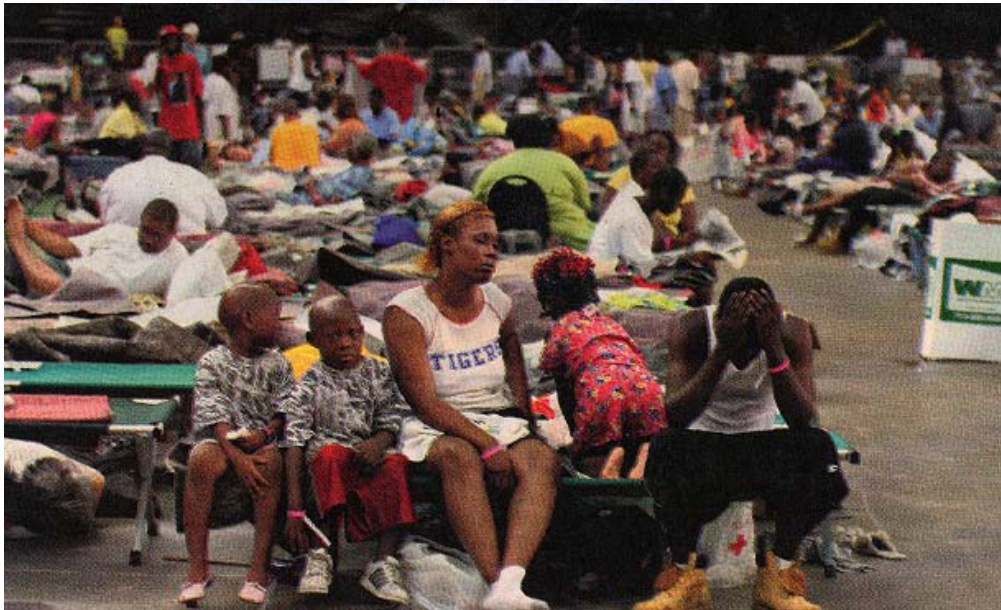
Hurricane Katrina was the costliest and one of the deadliest hurricanes in American history.

Katrina formed over the Bahamas on August 23, 2005, and crossed Southern Florida as a minimal hurricane before strengthening rapidly in the Gulf of Mexico, becoming by August 27, the strongest hurricane that has ever been recorded in the Gulf.

Katrina was the largest hurricane of its strength to approach the United States in recorded history. It caused devastation along the coastlines of Louisiana,



Mississippi, and Alabama, including the cities of Mobile (Alabama), Biloxi and Gulfport (Mississippi), and Slidell, (Louisiana). Levees that separated Lake Pontchartrain from New Orleans were breached by the surge, flooding roughly 80% of the city and many neighbouring areas. Severe wind damage was reported well inland. Katrina is estimated to be responsible for \$ 75 billion in damages, making it the costliest hurricane in US history. The storm has killed at least 1,604 people, making it the deadliest US hurricane since the 1928 Okeechobee Hurricane. Thousands of people lost everything and had to be evacuated to other states.



Due to the huge loss of life and property, officials of the National Oceanic and Atmospheric Administration have recommended that the name Katrina (along with the names of Rita and Wilma) be retired from the list of hurricane names by the World Meteorological Organization.

**1. Are there any passive sentences in the passage?
If so, how many?**

.....
.....

2. Reorder these events in their chronological order.

- a) New Orleans City was flooded.
- b) The survivors were evacuated to other states.
- c) The coastlines were devastated.
- d) The hurricane formed over the Bahamas.
- e) The storm killed a lot of people.
- f) The survivors lost their properties.
- g) The hurricane became stronger in the Gulf of Mexico.

1	2	3	4	5	6	7
d						

3. Answer these questions.

1. Which parts of the USA were affected by the hurricane?

.....

2. In what ways was hurricane Katrina the deadliest?

.....

3. What were the effects of the hurricane?

.....

4. What do the names Rita and Wilma refer to?

.....

4. Find in the text words whose definitions follow:

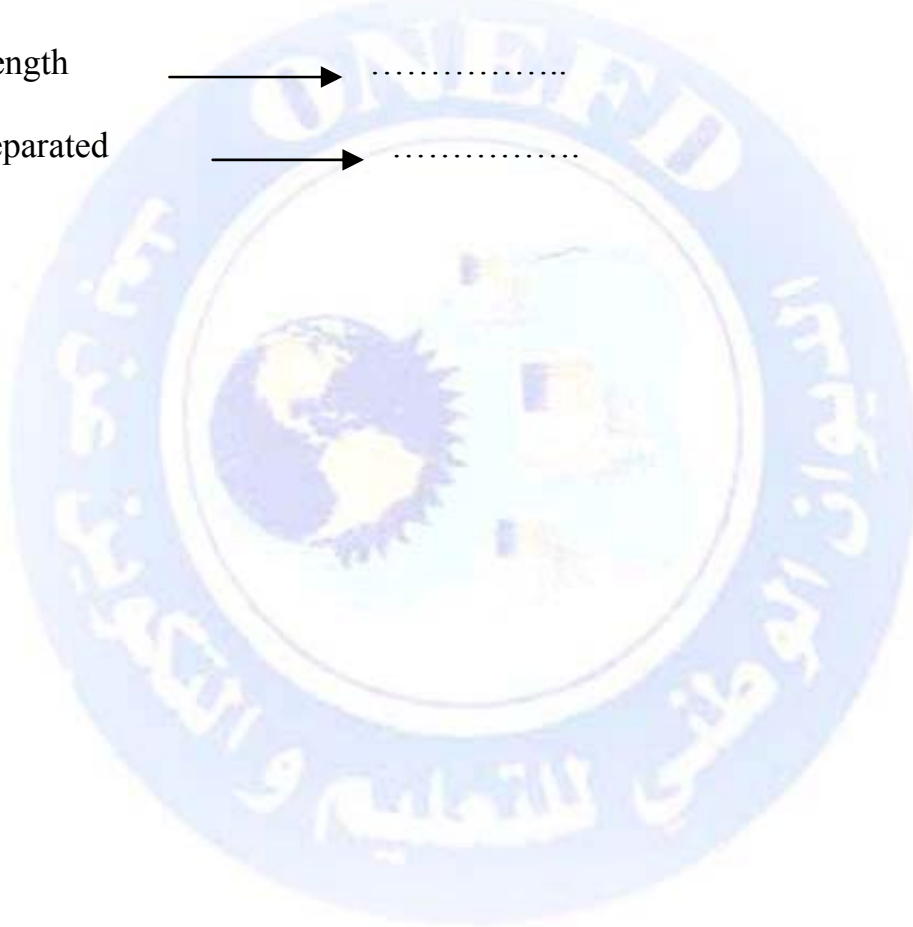
a) a storm with a violent wind →

b) approximately →

5. What do the underlined words in the text refer to?

- its strength →

- that separated →



II. Vocabulary Building.

Complete this table.

Noun	Adjective	Verb
.....	costly	to.....
.....	deadly	to.....
strength	to.....
.....	to include
damage	to.....
.....	lost	to.....

III.Pronunciation.

Remember:

The final **ed** is pronounced:

/id/ after the sounds **d** or **t**.

/t/ after the sounds **p, k, s, f, tf**

/d/ after the sounds **b, g, l, m, n, r, v, y,**
and the vowels.



Classify these words according to the pronunciation of the final -ed-

formed – recorded – caused – separated – breached – reported – tipped –
 estimated – killed – evacuated – pressed – retired - booked

/d/	/id/	/t/
.....
.....
.....

IV. Mastery of Language.

A. Read this passage. Pay attention to the underlined words

Captain Cook, a British navigator, was the first European to reach Australia’s east coast. While the ship was lying off Australia, his sailors brought a strange animal on board. Cook wanted to know the name of this unusual creature, so some of the sailors were asked to go ashore and ask the native inhabitants.

When the natives were asked to name the animal, they said, “Kangaroo”. The

Remember also:

- We form the passive with:

object + be (in the same tense as the verb in the active) + past participle of the verb.

eg. -They have exterminated many species.

-Many species have been exterminated.

(be)

-Tankers pollute seas and oceans.

-Seas and oceans are polluted (by tankers).

(be)

-They are fixing my car today.

-My car is being fixed today.

-Someone will send you a copy of the sales contract.

or:

-A copy of the sales contract is sent to you.

you will be sent a copy of the sales contract.

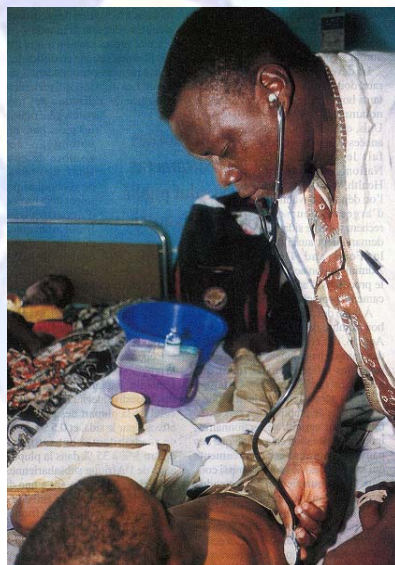


1. Rewrite these sentences into the passive.



1. a) Someone has taken this picture by night.

b) This picture.....by night.



2. a) Doctors examined the sick every day.

b) The sickevery day (by doctors).



3. a) The drought kills plants.

b) Plants
(by the drought).

4. a) They are serving lunch now.
b) Lunch.....now.



5. a) This horse will probably win the race.
b) The race
by this horse.



6. a) The tornado caused
great damage in the area.
b) Great damage
in the area.

2. Choose the best answer a, b, c, or d (circle it).

1. Renoir's paintings.....masterpieces all over the world.

- a) consider
- b) are considered
- c) are considering
- d) have considered

2. Vitamin C.....by the human body.

- a) is easily absorbed
- b) easily absorbed
- c) easily absorbs
- d) is easily absorbing

3. I can't believe it! My bicyclelast night.

- a) is stolen
- b) was stealing
- c) stole
- d) was stolen

4. Fortunately, the hospital's new air-conditioning system.....when the first heat wave of the summer arrived.

- a) had installed
- b) installed
- c) had been installed
- d) had been installing

5. On Thursday afternoon, the motorways.....with people on their way out of the city.

- a) are crowded
- b) are crowding
- c) crowd
- d) is crowded

B. Read this paragraph.

Pay attention to the underlined words.

A great number of people in Africa, Asia and Latin America suffer from hunger.

The developed countries should help them. Food must be sent to them regularly. Debts should be erased. Loans could be made to help these economies recover. People must be given education and medical care. New farming methods should be introduced to help agriculture.

We form the passive with a modal in this way :

object + modal+ be + past participle
of the verb (+ by + subject)

eg. -We **must protect** the environment.

The environment **must be protected**.

- They **could repair** the engine in a few hours.

The engine **could be repaired** in a few

3. Complete this table.

Active	Passive
1. We must preserve natural sites.	1. Natural sites
2. They shouldn't hunt wild animals.	2. Wild animals.....
3. They may release him soon.	3. He
4. Someone has to check the engine before the trip.	4. The engine.....
5. You should wear sunglasses to protect your eyes.	5. Sunglasses
6. They must restore this old building quickly.	6. This old building

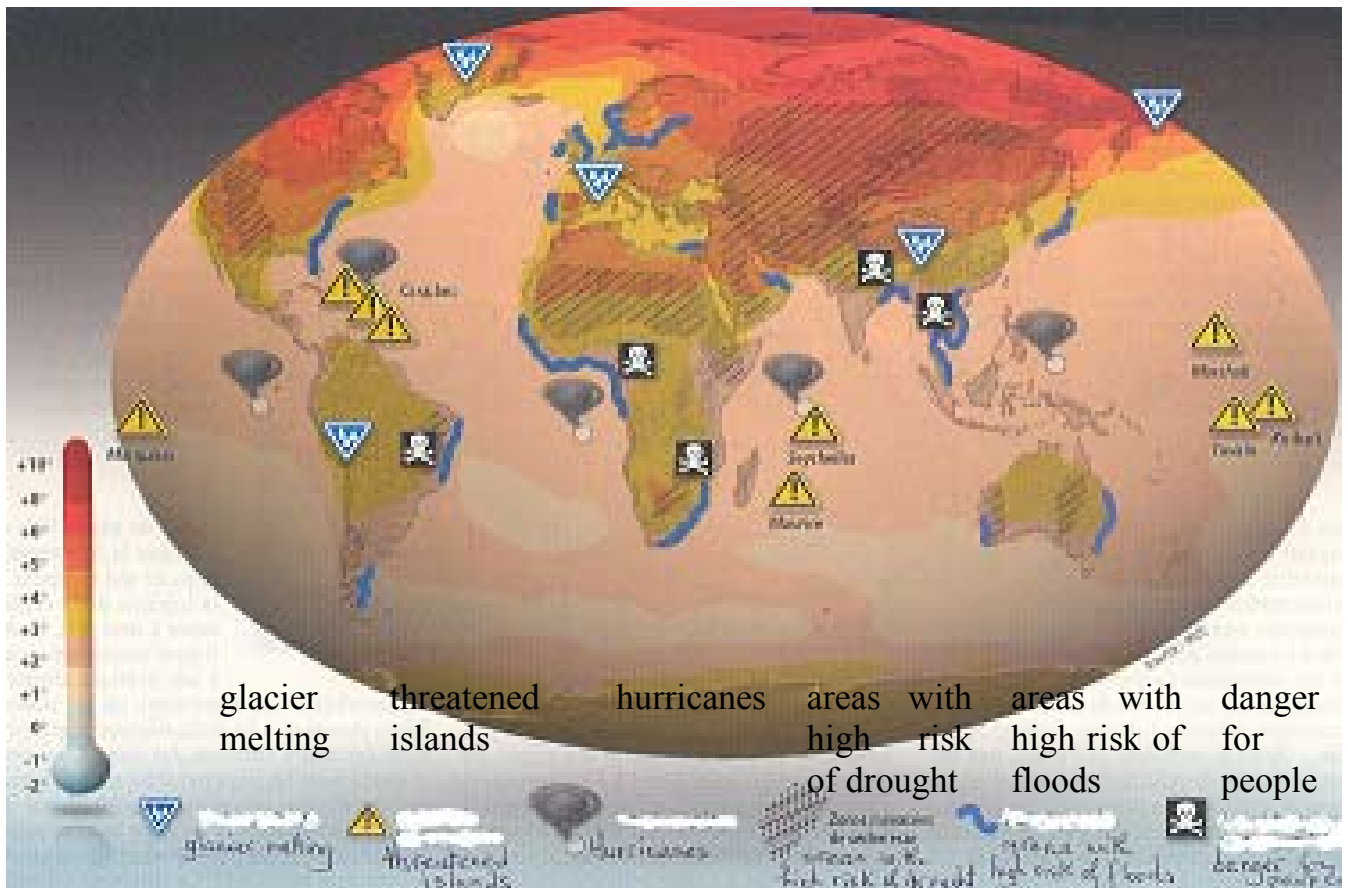
4. Complete these sentences with the appropriate forms of the verbs from the box.

sterilize – give – restore – sign – pick – tell – finish – offer

1. Your passport must It is invalid without your signature.
2. Jack has the right to know. He ought to the news immediately.
3. Medical instruments must..... before being used by doctors and surgeons.
4. Tomatoes can before they are completely ripe.
5. She will some lessons in Spanish before she goes to live in Spain.
6. This work has totoday.
7. She may a diamond ring for her birthday.
8. The ancient castle may before people can visit it.

V. Writing Activities.

1. Reorder these sentences to write a coherent paragraph. One sentence is irrelevant and must be left out.



- a) Among its effects, we can notice great climatic changes
- b) This is referred to as the greenhouse effect.
- c) Therefore, the use of new clean technologies and energies is indispensable.
- d) Global warming is due to an accumulation of gases in the atmosphere.
- e) Europe was struck by a wave of heat in 2003.
- f) that have led to the melting of the icy polar caps and glaciers and floods.

1	2	3	4	5

2. Write a summary of the text “Hurricane Katrina”.

.....

.....

.....

.....

.....

.....

.....

.....

Realization of the project

Make a survey of countries / places where disasters occur regularly (floods, droughts, etc.)

.....

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Or:

According to the map, write about the effects of global warming. Mention the areas that are the most affected and the possible disasters.

.....

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