

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



الوحدة التاسعة disasters Natural من كتاب الطالب

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التواصل الاجتماعي بحسب الصف التاسع

روابط مواد الصف التاسع على تلغرام

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المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثالث

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[الدليل الإرشادي الوزاري لكلمات الامتحان النهائي المستوى 6.2 متقدم](#)

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- **Topics** Dangerous nature: Earth, wind, fire and water; devastating floods; drought in East Africa; Tsunami in the Pacific; international aid; raising money for charity
- **Use of English** Present perfect active and passive; *despite*; modal verbs

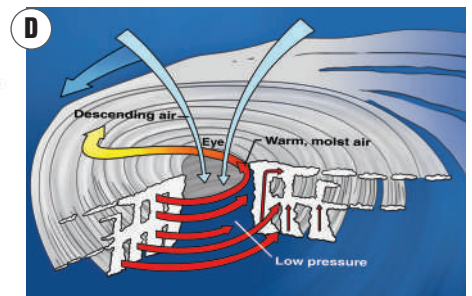
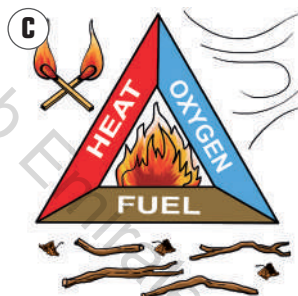
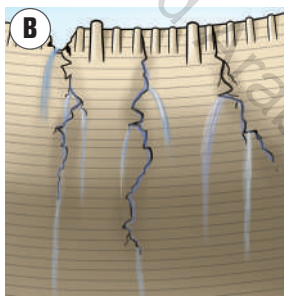
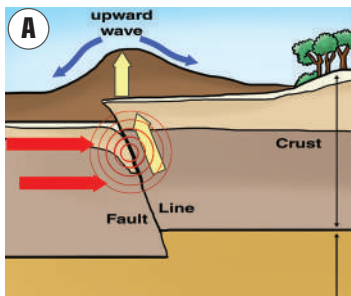
Lessons 1–2 Dangerous nature

- What is a natural disaster? What natural disasters do you know?

Vocabulary

- 1 Before you listen, look at the pictures and match them to a word in the box.

flood hurricane earthquake wildfire



Listening 44

- 2 Listen to four people describing different natural disasters. Point to the pictures in Activity 1 as you hear them.
- 3 Listen again. Find the sentence below which completes each section in Activity 2.
 - a The heat source can be lightning, a campfire, a match and even the sun.
 - b The energy is released in waves which are felt most strongly at the epicentre.
 - c This creates a circular movement of clouds and wind which moves faster and faster, producing a massive storm.
 - d Bridges, houses, trees and cars can be picked up and carried away.

Vocabulary

- moist:** slightly wet
- pressure:** the force pressing on something
- release:** to allow to come out
- vibration:** fast and continuous shaking movement
- fuel:** a substance that produces heat or power when it is burned
- melt:** to change from a solid into a liquid
- burst:** to break suddenly so that contents come out
- epicentre:** the area directly over the centre of an earthquake



Listening 45

- 4 Listen to a news report. What kind of natural disaster does it describe: A, B or C?
- 5 Listen to the news report again. Are these statements true or false?
- 1 People have now stopped arriving at the support centre.
 - 2 People have gone to the centre for food and water.
 - 3 Places close to the city centre have been hit the worst.
 - 4 The fire is now under control.
 - 5 It started on Friday when the temperature was above 40 degrees.

Use of English

- 6 Complete the sentences with the correct present perfect form of the verbs in brackets.
- 1 They _____ here for food, water and, if they're lucky, some clean clothes. (*come*)
 - 2 I _____ to two volunteer firefighters. (*speak*)
 - 3 I _____ anything like this in my life. (*never/see*)
 - 4 Two hundred people _____. (*kill*)
 - 5 Remote villages _____ the worst. (*hit*)

Use of English: Present perfect, active and passive

We often use the present perfect for reporting news, when a particular past time is not specified:

Active

They've lost their homes.

Passive

Thousands of homes have been lost.



Speaking 21st


- 7 Work in groups. Which natural disaster do you think is the most frightening and why?

Lessons 3–4 **Devastating floods**

- Describe the scene in the first photo with a partner. How would you feel if you lived in the house in the second photo?



Listening

- 1  46 Listen. What do these numbers refer to?
24 3000 150

- 2  47 Listen and match the sentence halves.

- 1 It was raining so hard we
 - 2 Bridges have fallen down making
 - 3 The village school has just
 - 4 I saw people making
- a disappeared under water!
 - b boats out of any material they could find.
 - c couldn't even hear each other shouting!
 - d it impossible to travel by road.

Speaking

- 3 Which natural disasters have been in the news recently? In pairs, roleplay an interview between a news reporter and the victim of a natural disaster.

Speaking tip

Remember when we do a role-play we imagine we are someone else. For example, we might be a news reporter or a villager talking about a disaster. Practise saying your words before performing. To get the most dramatic effect, add lots of expression.



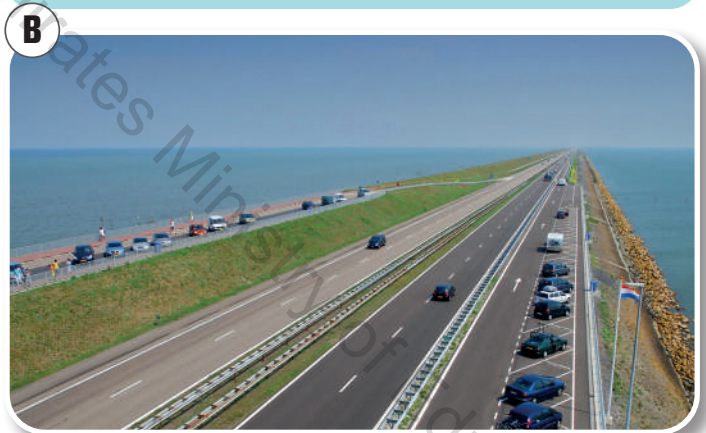
Reading

4 Read about ways people have tried to prevent flooding. Then answer the questions.

- 1 What type of barrier is the Thames barrier?
- 2 Where is the Thames Barrier?
- 3 What do people build in the Netherlands to protect land from flooding?
- 4 What is the name of the dam in Egypt?
- 5 What is an advantage of the Aswan High Dam?

5 Read the text again. Then look at the photos. These show the ways we try to prevent flooding. Which is which? Match the photos A–C to the countries:

the Netherlands Egypt the UK



The Thames Barrier is just outside London, UK on the River Thames. It is a **moveable flood barrier** – it can be open and closed. It was built to protect London from the risk of flooding. It has been used over 150 times since 1982!

In the Netherlands the land is very flat. For hundreds of years people have tried to stop the sea from flooding the land. They have built enormous walls called **dykes**. They are very strong. The dyke in the photo protects the land from the sea. It is 32 kilometres long!

In other places **dams** have been built to protect the land from flooding. For example, the Aswan High Dam in Egypt. This dam has been built to stop flood waters destroying the land along the **banks** of the River Nile. But the dam has also been used to store the flood water. This water has helped farmers to grow crops all year round.

6 Read the following sentences. Match them to the words in **bold** in the text.

- a A large wall that is built on a river. On one side, flood water is stored.
- b This flood protection can open and close.
- c This word describes an area of land that has no hills.
- d This flood protection is used in a country where the land is very flat.
- e The sides of a river.

Lessons 5–6 Drought in East Africa

- What is a drought? What problems are related to a drought?

Reading

- 1 Read the first part of a report by ActionAid. In which countries is the drought?

Sabria, 15, from Kenya, is looking after her niece. Sabria's mother, Zeinabu, has lost her animals because there is no water. She can no longer afford to pay for Sabria to go to school.

A severe drought across some East African countries (Kenya, Ethiopia, Somalia, Uganda and Djibouti) has left at least ten million people in urgent need of help. It is the worst drought in over 60 years and has caused widespread famine. Crops have failed and many animals have died, leaving people with no food. The United Nations says that 250,000 children are seriously malnourished.

In Kenya, the charity ActionAid is working hard to give emergency help to people. However, despite the charity's efforts, five million people are in urgent need of food and the situation is likely to get worse over the next few months. Some families are only eating one meal a day and children are missing school in order to help their families.



(Adapted from East Africa drought and food crisis, 2011
PHOTO: Søren Bjerregard Jepsen/MS ActionAid Denmark)

- 2 Work with a partner. Find these words in the report and work out their meaning from the context. If you're unsure, use a dictionary.

- 1 severe
- 2 drought
- 3 urgent
- 4 malnourished
- 5 famine

- 3 Read the report again. Are these statements true or false?

- 1 Zeinabu's animals died because there was no water.
- 2 Sabria goes to school.
- 3 Uganda is in East Africa.
- 4 The drought has caused a famine.
- 5 ActionAid is a charity.
- 6 The food situation is going to get worse.



Reading

Water For All

Nearly 800 million people in the world do not have access to clean water. That's about one in ten of the world's population. Our mission is to overcome poverty by giving the world's poorest people access to clean water and sanitation.

Clean water improves hygiene, prevents people becoming dehydrated and saves lives. Simply being able to wash your hands prevents disease. Thanks to the generosity of people like you, we have already helped so many people. But despite this, our work is not over. With a donation of just £15, you can give someone a safe supply of clean water for life.



- 4 Read the text opposite. What type of text is it: a charity leaflet, a diary entry or a news report?
- 5 Read the text again. Find words and phrases for the following.

- 1 An aim that is very important to a person or organisation.
- 2 To succeed in controlling a problem, to fight and win against something or someone.
- 3 A system for protecting people's health by removing dirt and waste.
- 4 Keeping yourself and your surroundings clean in order to prevent disease.
- 5 A gift of money to help a person or organisation.

Use of English

- 6 In your notebook, rewrite the sentences using *despite*.
 - 1 Although they were hungry, the children managed to sleep.
Despite being hungry, the children managed to sleep.
 - 2 Although there is a severe drought, Sabria and her family have some water to drink.
 - 3 Although she doesn't go to school at the moment, Sabria hopes to return in the future.
 - 4 Although they have these problems, they remain positive.
 - 5 Although they work hard to look after their animals, there's nothing people can do when there is no rain.

Use of English: *despite*

Like *although*, *despite* introduces a contrast:

Despite the charity's efforts, five million people are in urgent need of food.

After *despite* we use a noun (or noun phrase), a pronoun or the *-ing* form of the verb.

noun phrase

Despite such extreme circumstances, Zeinabu and Sabria are both hopeful for the future.

pronoun

Despite this, they have continued to have a positive attitude.

-ing form

Despite having very little food and water, they are managing to survive.

Find examples of *despite* in the texts in Activity 1 and Activity 4.

Lessons 7–8 Tsunami in the Pacific

- Look at the photos. What do you think happened?



Reading

- 1 Read the sentences below, then read the text. Put the sentences in the correct place in the text.
 - a The bigger the earthquake or eruption, the further the waves will travel.
 - b But the ripples that end up as tsunamis usually come from much larger disturbances.
 - c Imagine throwing a stone into a lake. What happens?
- 2 How did you decide on the correct place for the missing sentences in the text?
- 3 Read the text again quickly. Find two things that can cause a tsunami. Give a definition of a tsunami.

What are tsunamis? Why do they happen?

- 1 Usually you see **ripples** (or small waves) radiating out from where the stone disturbed the water. Any movement in, under or above a large area of water can cause **waves**.
- 2 These disturbances can be caused by an earthquake or a volcanic **eruption** under the sea.
- 3 When they reach shallow coastal water, the height of the waves can increase enormously. This can cause the destruction of coastal towns, villages and farmland. Buildings may be washed away and boats may be lifted and moved inland.

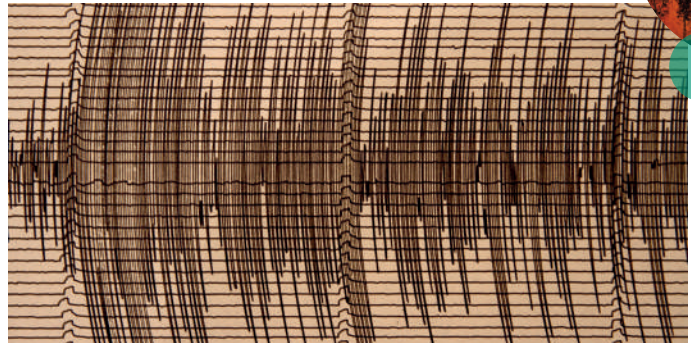
Did you know?

tsunami is a Japanese word meaning *great harbour wave*



Listening 48

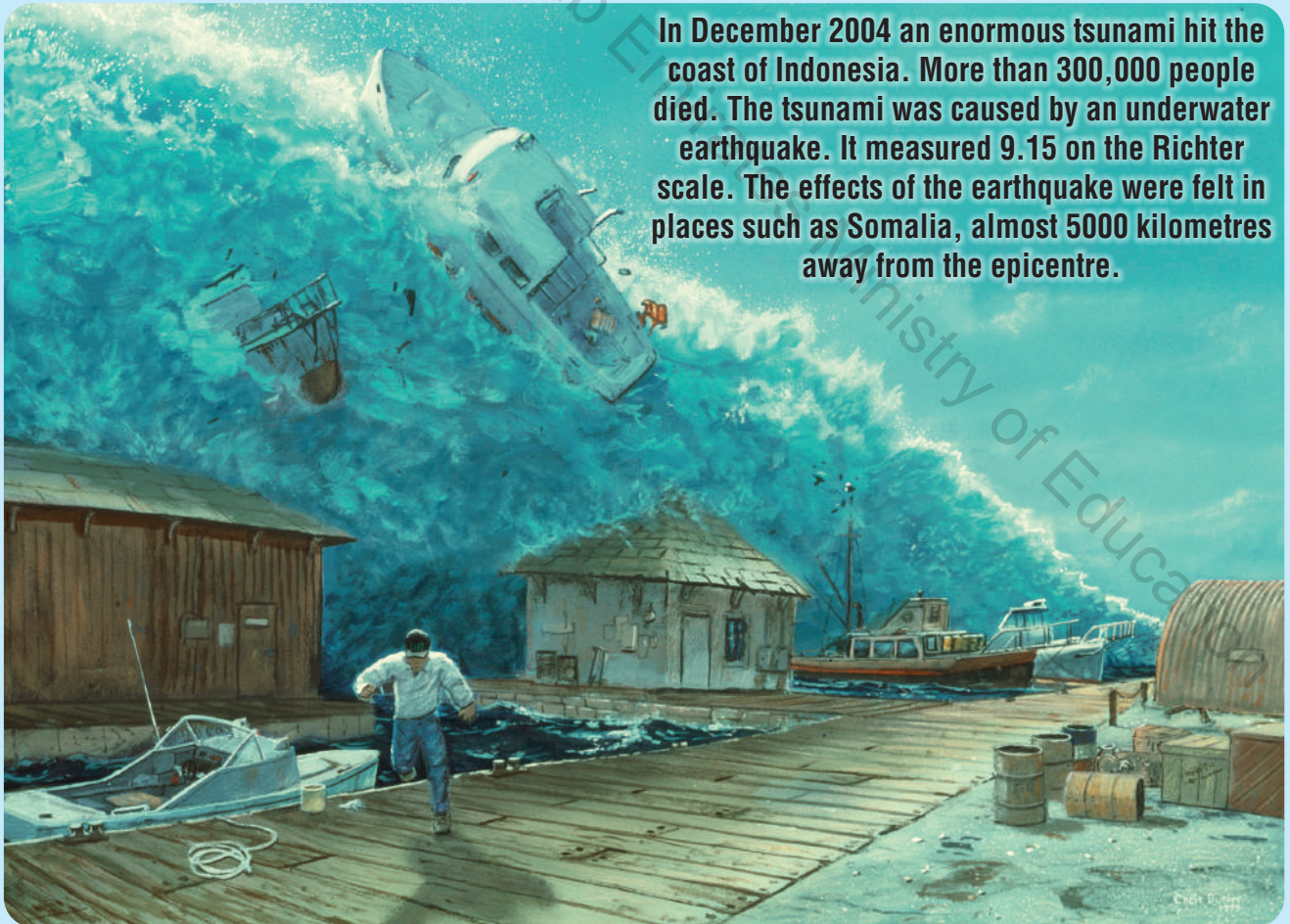
- 4 Listen to a conversation. What is the Richter scale?
- 5 Listen again. In pairs, complete these sentences.
 - 1 Dr Saunders is a _____.
 - 2 Tectonic _____ are slabs of rock.
 - 3 The Richter scale gives the _____ of volcanic eruptions.
 - 4 We measure the _____ made by earthquakes on a seismograph.
 - 5 The _____ earthquakes are of a magnitude of 3 to 3.9.



Writing 21st

- 6 Read the report below. Brainstorm your ideas. Then discuss your ideas in groups. Then write bullet points on what to do and what not to do to keep safe in the event of a tsunami.

Do ...	Don't ...
<i>get to higher land</i>	<i>panic</i>



In December 2004 an enormous tsunami hit the coast of Indonesia. More than 300,000 people died. The tsunami was caused by an underwater earthquake. It measured 9.15 on the Richter scale. The effects of the earthquake were felt in places such as Somalia, almost 5000 kilometres away from the epicentre.

Lessons 9–10 International aid

- Look at the photos. What is happening in them?



Listening 49

- Listen to Max who works for an international aid organisation. What two things do such organisations provide?
- Complete the gaps using words from the box. Then listen again and check.

support conflict basic needs
at no cost natural disasters
supplies money international aid

Vocabulary

- Look at the words below. Match them with their definitions.

- | | |
|---------------------|---|
| 1 international aid | a fighting between countries or groups of people |
| 2 support | b food and everyday things that people need |
| 3 basic needs | c a natural event that may kill or injure many people |
| 4 supplies | d help that is given to a country by other countries |
| 5 conflict | e things that are essential to live |
| 6 natural disaster | f to give money, things or help to people who need them |

_____ ¹ is the help and support given to areas that have been affected by _____ ² or _____ ³.

_____ ⁴ is one part of the aid. This is usually given to the country affected to help recover from the disaster. The other part of aid comes from immediate _____ ⁵. This support is given by people helping to provide the people in these areas with _____ ⁶.

For example, emergency _____ ⁷ of food, fresh water, tents, blankets, torches and candles. These are given to people in the disaster area _____ ⁸.



Reading and speaking

- 4 Read the extract opposite from a news report. Then discuss the questions that follow.
- 1 What percentage of the poorest people live in a disaster area?
 - 2 Why do these people have a poor diet?
 - 3 What does the WFO do?
 - 4 What does the WFO hope to achieve by working with governments and communities?
 - 5 What else is the WFO doing to help countries affected by natural disasters?
 - 6 What do you think should be done to help these people?

Speaking 21st

- 5 In groups, discuss the following questions.
- 1 What aid organisations do you have in your region?
 - 2 What work do they do?
 - 3 Do we have a responsibility to help people in disaster regions in other countries? Why?



Almost 80 per cent of the poorest people in the world live in areas that are affected by frequent natural disasters. People living in these areas may have no access to fresh water or to land that is suitable for farming. This results in a very poor diet.

With climate change, the situation may get worse. Natural disasters seem to be happening more often and this will have an even greater impact on the people and their land.

The WFO (World Food Programme) is an aid organisation that tries to reduce the impact of these natural disasters on people in the region. It works with the governments and communities of disaster areas to make sure that food and fresh water can get through to all the regions affected by the disaster, even the most remote areas.

The organisation is also helping countries to find ways to warn people about disasters. By doing this, it hopes that the people will be ready for a disaster and know what to do when one is forecast. This will hopefully lead to more people surviving as they have time to move to safer areas.



Lessons 11–12 Raising money for charity

- What ways do people raise money for charity in your Emirate?

- 1 Charity fêtes are often held in villages in Britain during the summer. Read about games to play at a charity fête. What do you need for each game?

One of the ways to raise money for charity is to have a school or village fête. Here are some ideas for games you can play at the fête. People pay to play each game.

A coconut shy

Put some posts in the ground. Put a **coconut** on the top of each post. Give people three wooden balls or cricket balls to throw at the coconuts. To win a **prize**, you need to **knock** a coconut off a post.

Apple bobbing

Fill a large bowl or **bucket** with water. Put some apples in the water. The apples will **float**. People try to pick up an apple with their teeth. You can only use your **teeth**. You **mustn't** use your hands.

Beans in the jar

Fill a large **jar** with dried beans. Count them as you put them in. (Write the number down somewhere.) People have to guess how many beans there are in the jar. Write their name down and the number they guessed. At the end of the fête, the person who has made the best guess wins a prize. You **don't** have to get the exact number, just the nearest.

Pin the tail on the donkey

A picture of a **donkey** with a missing tail is put on the wall or a noticeboard. To play the game, you must be **blindfolded** (your eyes are covered so that you **can't** see). You are turned round several times so that you **don't** know which way you're facing. Then you are given the donkey's tail and you have to **pin** it on the donkey in the correct place. You can only use one hand.

Sack race

Each **competitor** stands in a **sack**. They have to jump in the sack from the starting line to the finishing line. The first person to cross the finishing line is the winner.



Use of English: Modal verbs

Use *can/can't* to express:

- possibility and ability

Here are some ideas for games you *can* play.

Your eyes are covered so that you *can't* see.

- permission

You *can* only use your teeth.

You *can* only use one hand.

Use *must* and *have to* for rules.

You *must* be blindfolded.

People *have to* guess how many beans there are in the jar.

Use *mustn't* for negative orders (= don't do this).

You *mustn't* use your hands.

Use *don't have to* to say that something is not necessary.

You *don't have to* get the exact number.

Speaking

- 2 Work with a partner. Take turns to explain the games to your partner without looking at the text. Remember to use the correct modal verbs. Your partner can correct you and ask questions about any details that you forget.



Listening 50

- 3 Listen to a conversation. Who changes his mind: Steve, Mr Oakman or the Professor?
- 4 Listen again. Who says the following?
 - 1 Where would you like this table?
 - 2 Nobody will come when they see the weather.
 - 3 I think this is going to be a great success.
 - 4 Rain ... can be an advantage.
 - 5 ... a nice hot cup of tea ... raises a lot of money.
 - 6 How right you are.

Speaking

- 5 Look at the photos. They show events that have been organised to raise money for charity. What activities could you do to raise money for charity?

