

Unit 2

Vocabulary and Grammar **Extend** Worksheet 4.2.B

1. **Unscramble the words the box.** Then complete the web with the words that relate to how technology is used in a disaster.

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2. **Read the paragraph about communication with rescue workers.** Complete the missing words. Use the first two letters to help you. Then listen and check.

Student's Book, page 28, Track 018

In times of a disaster, (1) co_____ between people on the ground and online is very important. People can exchange information to provide online (2) up_____, which can be sent to rescuers. With this information, rescue workers can better understand the (3) si_____ and (4) co-_____ to provide quick and effective (5) re_____ to the victims.

3. **Read.** The word in **bold** is in the incorrect sentence. Replace each one with the correct word from another sentence.

expand

1. When communities **crisis**, they increase in population.
2. In times of **relief**, everyone works together to help each other.
3. Information posted online can help determine the **process** of a disaster.
4. Scientists use computers to **expand** information.
5. Disaster victims receive **situation** from people all over the world.
6. The hurricane has created a hazardous **scale** along the coast.

4. Read the dialogue between two students about their *Make an Impact* project (invent a solution yourself). The parts in **bold are incorrect. Rewrite them correctly.**

- Kai: So, Marcus, the next thing we should do is think about is getting the presentation ready to explain our recycling app to the class.
- Marcus: OK, but do you think we (1) **will have finishing it** by Tuesday's class?
- Kai: I think so. Let me look in my diary ... Oh no, on Friday night (2) **I will be look after** my little sister. And we're busy at the weekend. I won't have any time to work on the Powerpoint!
- Marcus: OK. Don't worry, I've haven't got much on this weekend. By Monday, (3) **I will had designed** all the slides and all you'll have to do is rehearse what you want to say.
- Kai: Phew! I'll have time to do that, at least! (4) **What do you be doing** on Monday after school? Do you want to come over to my house to practise?
- Marcus: Sure, no problem. (5) **Will be you having** pizza for dinner? It's my favourite.
- Kai: OK. Powerpoint presentation, then pizza!

5. Read the e-mail from a volunteer to the manager of digital humanitarian camp. Circle the correct word.

Dear Sir/Madam,

I watched your presentation today, and now I'm really looking forward to collaborating with your team. I'm writing because (1) **a / the** number of us coming from my university to the camp next week, and we've got (2) **a lot / half** of questions for you.

I know that (3) **most / the most** of your money, over 95%, comes from donations. Is there any way we can donate (4) **a quantity / some** money to the relief fund? The (5) **majority / per cent** of us really want to give money to this good cause.

Also, we'd like to know if there are any fundraising events happening at the weekend. If so, I would love to help by putting up posters or selling tickets. I won't be studying for (6) **most / majority** of the weekend, and I'll have (7) **a lot / a number** of extra time free.

I hope that by the time next week starts some of the damage will have been cleared, and I'll be looking out for (8) **several / lots** updates on social media. Good luck!

6a. Read. Answer the questions. Use the word in **bold** and at least one phrase from each box.

by	by the time	in the upcoming years	over the next few years
will be	will have		

a lot of	a number of	some	most	the majority
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1. Why is **collaboration** among people important during a natural disaster.

2. How does technology help people **monitor** an area affected by a natural disaster?

3. Would you like to become a **digital humanitarian**? Explain why or why not.

6b. Work in pairs. Share answers with your partner. Then ask your partner another question using the a word/phrase from Activity 6a.

7. Read and circle.

Self-assess	
Have I used the words in bold ?	Yes / No
Have I used the future perfect and the future continuous correctly?	Yes / No
Have I used phrases to express amounts correctly?	Yes / No
If you have answered 'no' in any of the questions, look at Unit 2 of your <i>Impact</i> Student's Book, Workbook and Grammar Book for review.	