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Disaster!

Worksheet 1: Around Pompeii

Using the worksheet

- This worksheet practises words to describe the ancient world: *smoke, volcano, temple, columns, fountain, theatre, horse and cart, servant, statue, vase.*
- Students label the pictures. Then they find the words in the word search and check their spelling. The words go across, down and diagonally.
- Students can then make their own word search to swap with a partner.

KEY: Activity 1: **2** vase, **3** theatre, **4** fountain, **5** volcano, **6** horse and cart, **7** temple, **8** column, **9** servant, **10** statue

a	i	e	c	d	i	o	e	h	a	r	c
u	l	p	s	m	o	k	e	o	s	p	i
c	f	b	t	b	u	q	b	r	g	r	l
o	o	h	y	n	j	r	o	s	n	v	m
f	g	c	s	g	r	w	v	e	j	w	f
o	k	o	k	i	l	e	o	a	z	z	q
u	a	l	e	o	p	q	l	n	s	j	o
n	b	u	l	t	s	k	c	d	t	e	d
t	e	m	p	l	e	a	a	c	a	e	i
a	f	n	x	n	r	x	n	a	t	r	m
i	i	u	e	w	v	q	o	r	u	o	e
n	v	s	j	m	a	o	f	t	e	a	v
n	p	b	e	p	n	c	z	l	w	u	i
d	t	h	e	a	t	r	e	t	x	l	d

Activity 2: Students' own answers.

Optional follow-up activity: Play Spelling bee using the words from Activity 1 (see Introduction).

Worksheet 2: What were you doing?

Using the worksheet

- This worksheet practises the past continuous.
- Pre-teach *stole, prove* and *safe* (n). Students work alone to read the story about the stolen money, then match the sentences with the pictures.
- Students think about the answers, then work with a partner to decide who stole the money.

KEY: Activity 1: **2d, 3f, 4a, 5b, 6e;** Activity 2: **1** Sam was with her friends in a café. / Karl was having dinner with Eva. **2** The people who were with others and also: John is on the CCTV film at the

pool. / Claire can show her cinema ticket to the police. / Lauren was talking to someone on the phone. **3** Mick. **4** Mick probably stole the money from the bank because he can't prove what he was doing at the time. If you look closely at the picture, there isn't a person in the bed!

Optional follow-up activity: Students work in pairs. They take turns to mime the activities from Activity 1. Their partner says what they were doing at the time of the robbery and which character they are, e.g. *You were talking to your friends in a café. You're Sam.*

Worksheet 3: A day with my family

Using the worksheet

- This worksheet practises the use of the past continuous with *while*.
- Students look at the pictures and complete the story using the past continuous.
- Students then circle the words to complete the sentences.

KEY: Activity 1: **2** was listening, **3** was playing, **4** was dancing, **5** were singing, **6** was cutting; Activity 2: **1** playing; **2** dancing, making; **3** washing, reading; **4** playing, eating; **5** sleeping, listening

Optional follow-up activity: Play the Sentence memory game using sentences in the past continuous (see Introduction).

Worksheet 4: Which text?

Using the worksheet

- This worksheet helps students expand their knowledge of the science behind earthquakes and statistics about them, using key *Think and learn* vocabulary.
- Explain to students that they are going to make a quiz. They have to complete the 16 prompt cards in the grid with key numbers, words or phrases from the two texts about earthquakes. There are three examples to get them started.
- Students first read the texts individually, then choose the information to write on their cards. They cut their cards out and shuffle them. They then read the texts again and try to memorise as many things about each one as possible.
- In pairs, they quiz each other using their prompt cards. They place the cards face down on the table and one student raises a card and reads out what it says. Their partner then has to say which text it's from and what that word, phrase or number refers to, e.g. A: *Richter scale*. B: *Text 1 – how they measure earthquakes*.

Optional follow-up activity: Students play Find the mistake. They read the texts again and write four sentences about each one: two with correct information and two that are incorrect. Their partner has to find and correct the incorrect sentences, e.g. A: *The epicentre is the middle of a city*. B: *No. The epicentre is the middle of the earthquake*.

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Worksheet 1

Around Pompeii

Name:

Class:

1 Look and write the words. Then find them in the word search.



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smoke



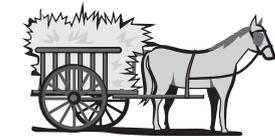
2



4

6

8

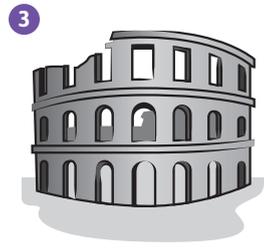


6

8



8



3



5



7

a	i	e	c	d	i	o	e	h	a	r	c
u	l	p	s	m	o	k	e	o	s	p	i
c	f	b	t	b	u	q	b	r	g	r	l
o	o	h	y	n	j	r	o	s	n	v	m
f	g	c	s	g	r	w	v	e	j	w	f
o	k	o	k	i	l	e	o	a	z	z	q
u	a	l	e	o	p	q	l	n	s	j	o
n	b	u	l	t	s	k	c	d	t	e	d
t	e	m	p	l	e	a	a	c	a	e	i
a	f	n	x	n	r	x	n	a	t	r	m
i	i	u	e	w	v	q	o	r	u	o	e
n	v	s	j	m	a	o	f	t	e	a	v
n	p	b	e	p	n	c	z	l	w	u	i
d	t	h	e	a	t	r	e	t	x	l	d



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2 Make a new word search in your notebooks.

Vocabulary: Around Pompeii

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Worksheet 2

What were you doing?

Name:

Class:

1 Read the story and match the sentences with the pictures.

Yesterday, at 6.30 p.m., someone broke into the Big City Bank and stole £10,000 from the safe. The police are questioning six people. This is what they told the police.



- 1 I was talking to my friends in a café.
- 2 I was watching a film at the cinema.
- 3 We were having dinner at a restaurant.
- 4 I was swimming.
- 5 I was sleeping.
- 6 I was talking on the phone.



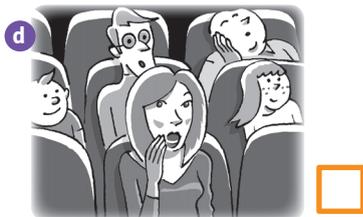
John



Mick



Sam



Claire



Lauren



Karl and Eva



2 Answer the questions. Then talk to your partner. Who stole the money?

- 1 Who was with other people?

- 2 Who can prove what they were doing?

- 3 Who can't prove what they were doing?

- 4 Who stole the money from the bank?

Language focus 1: Past continuous revision

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Worksheet 3

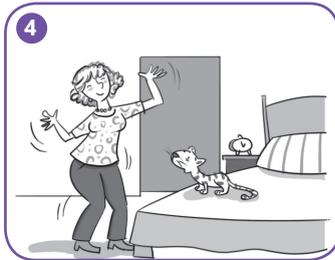
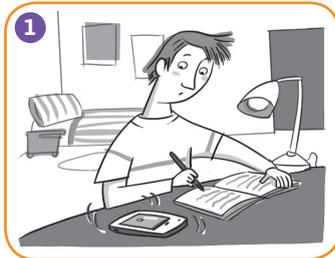
A day with my family

Name:

Class:

1 Look and complete the story in the past continuous. Use the words from the box.

listen cut sing dance ~~do~~ play



Yesterday was a crazy day! While I (1) was doing my Maths homework, my friends were sending me text messages. While I was trying to multiply 36 by 89 in my head, my eldest sister (2) _____ to her favourite song. How could I work in my noisy house? While my brother (3) _____ computer games and shouting, my mother (4) _____ in her bedroom. While my twin sisters (5) _____ in the garden, my father (6) _____ the grass. I thought, 'That's it. I've had enough!' I put my books in my bag, walked to the park, and finished my homework there.

2 Read and circle the correct words.

- 1 While my cat was **washing** / **drinking** milk, my brother was **buying** / **playing** basketball.
- 2 While my sister was **dancing** / **writing** to her favourite music, my cousin was **watching** / **making** a sandwich.
- 3 While my father was **washing** / **looking** the car, my mother was **reading** / **cooking** a book.
- 4 While my dog was **playing** / **drinking** with a ball, I was **eating** / **dancing** a pizza.
- 5 While my grandfather was **sleeping** / **shopping** under a tree, my grandmother was **laughing** / **listening** to the radio.

Language focus 2: Two simultaneous actions with *while*

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Worksheet 4

Which text?

Name:

Class:

1 Read and complete. Then cut out and play.

Earthquake facts

Text 1

The Richter scale measures how strong an earthquake is. It starts at 1 and finishes at 10. An earthquake that measures 5 on the Richter scale is ten times more powerful than an earthquake that measures 4. Earthquakes that measure 1 or 2 happen all the time but we don't really feel them. Earthquakes between 4 and 5 Richter are common too – we can feel them but they don't usually cause any problems. Earthquakes around 6 Richter can cause serious damage to buildings and roads. Any earthquake over 7 Richter is very dangerous and can cause serious damage that could mean many people die. Earthquakes that are stronger than 7.5 Richter can also cause tsunamis, which are very large waves in the sea. These powerful waves travel very fast (500 miles an hour – as fast as a jet plane) and cause terrible destruction when they arrive at the coast. Serious earthquakes can cause the ground to move position too. For example, the 8.8 Richter earthquake in Chile moved the city Concepción about 3 metres west.

Text 2

The epicentre is the middle of the earthquake, and where it starts from. The waves of the earthquake are strongest here, so it is very dangerous if a city or town is on top of the epicentre. Earthquakes can be 'deep' or 'shallow' – near to or far from the surface of the Earth. When an earthquake is shallow it is nearer the surface and we can feel it more. Earthquakes can happen at any time and in any country. Every year there are about 500,000 earthquakes around the world, but people can only feel about 100,000 of those and only about 100 cause any real damage. Some people believe that bad, very hot or very cold weather causes an earthquake, but this isn't true. Most of them happen because two of the Earth's plates move – one moves on top of another a little bit. Sometimes the ground surface breaks along the line where the plates meet. This is called a 'fault'.



Richter scale			
		500,000	
	tsunamis		

Geography: The Earth's plates