

4 Survive!

Vocabulary Natural disasters

★ 1 Find natural disaster words in the word square. Then match the words to the definitions (1–8).

V	O	L	C	A	N	O	X	S	O	K
S	E	A	R	T	H	Q	U	A	K	E
R	B	O	G	U	H	T	J	R	A	H
I	A	V	A	L	A	N	C	H	E	G
Z	D	S	X	I	K	I	Q	G	H	J
C	H	P	N	D	I	S	E	A	S	E
Z	L	Z	C	Y	C	L	O	N	E	X
U	R	M	T	S	U	N	A	M	I	O
R	W	L	G	J	F	L	O	O	D	L
F	A	N	A	O	F	A	M	I	N	E

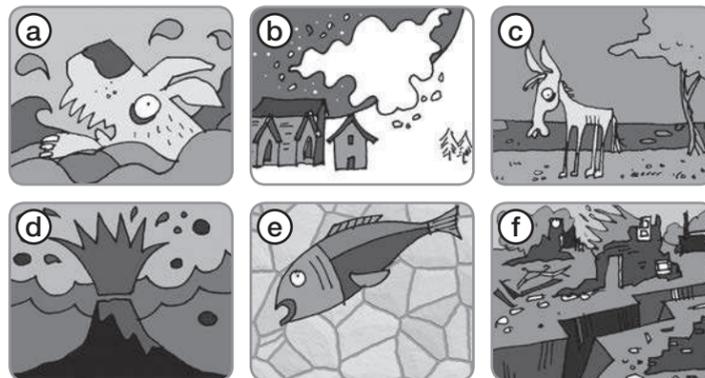
- 1 What happens when people die from hunger: *famine*
- 2 A storm with very strong winds: C.....
- 3 A disaster that moves the earth: e.....
- 4 A very big, dangerous wave: t.....
- 5 A mountain that erupts: v.....
- 6 What happens when rivers and seas get too full: f.....
- 7 A bad illness that spreads from one person to another: d.....
- 8 What happens when snow or rocks fall down a mountain: a.....

★ 2 Choose the correct options.

- 1 Some animals and plants can't survive / *spread* in very hot weather.
- 2 In 1928 Mount Etna *drowned* / *erupted* with smoke and hot, melted rocks.
- 3 Hot rocks and lava fell on Mascali and *buried* / *starved* the town in 1928.
- 4 In 1846–50, a million Irish people *starved* / *drowned* because they didn't have enough food.
- 5 When the Doña Paz hit another ship in 1987, 4,375 people *destroyed* / *drowned*.
- 6 The Great Fire of London *erupted* / *destroyed* 13,200 houses in 1666.

★★ 3 Match the captions (1–6) to the pictures (a–f). Then write the name of the natural disaster.

avalanche drought earthquake
famine flood volcano



- 1 It destroyed parts of the city. *f..*
Disaster: *...earthquake...*
- 2 Look! It's burying the village!
Disaster:
- 3 Help them They're starving!
Disaster:
- 4 It's erupting!
Disaster:
- 5 Save it before it drowns!
Disaster:
- 6 It didn't survive.
Disaster:

Reading

- ★ 1 Read the article quickly. Choose the correct option to complete the first sentence.
- a ... teaches people how to sail boats.
 - b ... saves lives at sea.
 - c ... researches extreme sea weather.
- ★ 2 Read the article again and complete the fact file.

The RNLI: key facts

- 1 'RNLI' means *Royal National Lifeboat Institution*.
- 2 The RNLI helps people around Britain and
- 3 Around people volunteer for the charity.
- 4 RNLI has existed since
- 5 The charity owns around lifeboats.
- 6 It rescues around people every day.

★★ 3 Choose the correct options.

- 1 What do we learn about the RNLI?
 - a It's one of the four official emergency services in the UK.
 - b It's one of the biggest British emergency services.
 - c It doesn't pay any of the people who work for it.
- 2 What do we learn about Joy?
 - a She sometimes surprises people.
 - b She joined the RNLI more than four years ago.
 - c She is one of the first female volunteers.
- 3 What do we learn about the UK?
 - a It never has cyclones.
 - b It sometimes has earthquakes.
 - c It will never have a tsunami.
- 4 What do we learn about tombstoning?
 - a It is popular everywhere in the UK.
 - b People try to jump onto rocks.
 - c Some people have died after trying it.

★★ 4 Do you think Joy would agree with these statements? Write ✓ or ✗.

- 1 I haven't got any heroes. ✗
- 2 I hope more women volunteer.
- 3 I sometimes feel frightened.
- 4 I think the RNLI costs far too much.
- 5 I'm always happy at work.
- 6 I always try to rescue everyone.

The fourth emergency service?

The Royal National Lifeboat Institution (RNLI) is a charity that It operates around Britain and Ireland. After the police, fire and ambulance services, it's the largest emergency service in the UK, although not an official one. Many of the people who work for the RNLI volunteer for free.

Joy Thomas is one of around 40,000 volunteers. 'I've worked for the RNLI for almost four years,' she says. 'I've rescued over fifty people. At first, they're delighted to see me. But afterwards, they often express surprise. I think they expect to see an old man with a beard! However, 8% of RNLI lifeboat volunteers are women. As long ago as 1838, the amazing Grace Dent saved 13 people from drowning. More should follow her example!'

Since the RNLI began in 1824, it has saved more than 139,000 lives. That figure often shocks people, because the UK isn't famous for extreme weather. 'We don't often have cyclones, and we only experience tiny earthquakes, so tsunamis are unlikely,' says Joy, 'but that doesn't mean our coasts are safe, especially in storms and floods. Rescuers must be very careful, as sailing in these conditions is quite scary.'

The RNLI has to spend £385,000 every day on its 444 lifeboats and other services. 'But we save around 22 lives daily, which is worth any price,' says Joy. 'And the people we rescue don't have to pay anything.'

'I'll help anyone in trouble,' she adds, 'but stupid behaviour does make me angry sometimes! In some parts of the country people go 'tombstoning' – they jump from high cliffs into the sea. They can't see the deep waters, or the rocks below. You really shouldn't try this dangerous hobby! Sadly, not everyone survives.'

Brain Trainer

When you learn new verbs, find out if they are regular or irregular. It is a good idea to record any irregular past forms, like this: *fall* (verb), *fell* (Past simple), *fallen* (Past participle).

Now do Exercise 2. Which verb has got an irregular past tense?

Grammar Modals: ability, obligation, prohibition, advice

★ 1 Read the sentences (1–6). Match the verbs in bold to the meanings (a–f).

- Luckily, I **can** climb quite well. *b*
- You **should** keep calm. You **shouldn't** panic.
- I **can't** swim. Help!
- We **must** leave now. We **have to** hurry!
- You **don't have to** take the course if you don't want to.
- You **mustn't** hunt the animals. It isn't allowed!

- a obligation
- b ability
- c prohibition
- d no ability
- e advice
- f no obligation

★ 3 Complete the text with the Past simple of the verbs.

By the end of my first skiing holiday I ¹ *could* (can) ski, but I ² (can't) ski very fast! I ³ (have to) be careful, but I ⁴ (not have to) stay in the beginners area.

★★ 4 Complete the campsite notices. Choose the most suitable modal verb.

can	can't
could	couldn't
must	mustn't

1 If you *can* ride a bike, why not join one of our cycling trips? (No excuses – if you ride a bike when you were five, you still now!)

2 If you enjoy delicious food, you visit our café. We strongly recommend it!

3 You play music after 11 p.m. It's against camp rules.

4 You pay for maps. They're free!

5 Please don't use the pool if you swim.

6 You keep the campsite clean and tidy, or we will ask you to pay a €20 fine. Last year our campers were all very responsible and we fine anyone. Thank you for your cooperation! ☺

Grammar Reference pages 92–93

Brain Trainer

have to, must, don't have to and mustn't often cause problems for English learners. Write example sentences to help you to remember the differences.

must and have to = obligation
You have to/must wear a seatbelt. It's the law. BUT have to = no obligation
You don't have (mustn't) to carry a first-aid kit. It's optional.

mustn't = prohibition
You mustn't (don't have to) drive without a licence. It's illegal.

Now do Exercise 2.

★ 2 Choose the correct options.

- You ... go home. It's getting late.
 a) should b) can c) mustn't
- Help him! He swim!
 a) shouldn't b) can't c) don't have to
- You stay on the main path, but it's a good idea.
 a) shouldn't b) mustn't c) don't have to
- You go out without your mobile. What if you get lost?
 a) don't have to b) can't c) shouldn't
- We leave immediately. The tsunami is coming.
 a) mustn't b) have to c) can
- I've broken my leg. You leave me here on the mountain!
 a) mustn't b) can c) don't have to

Vocabulary Phrasal verbs 2

★ 1a Choose the correct prepositions.

- I've run out *of* / over / through food. ☹
- I got *down* / on / through all my exams with no problems.
- I'm looking forward *to* / off / on tomorrow.
- I've fallen *across* / over / on.
- My motorbike has broken *down* / over / out.
- I've worked *across* / down / out the answer.
- I can't keep *on* / through / over going!
- I was stressed at first, but now I've calmed *over* / down / off.

b Who is having problems? Write (☹).

★ 2 Complete the calls for help with the correct form of these verbs.

break come fall get run work

- A I'm so tired. I don't think I can *get* through this.
 B Yes, you can! Don't fall asleep. Help is coming.
- A I'm lost! I can't out where I am.
 B Look around you. Tell me what you can see.
- A We've just across a huge poisonous snake.
 B You mustn't go near it! Walk away slowly.
- A My car has down on the motorway!
 B You should get out and wait in a safe place nearby.
- A I've out of water.
 B Can you see a river or a pond anywhere?

★★ 3 Complete the text. Write one preposition in each gap.

We hope you're looking forward ¹ *to* your camping holiday.

Don't forget to pack these essentials:

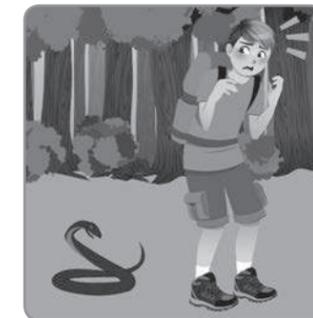
- * a map and compass so you can always work ² where you are.
- * a first-aid kit. It's useful if someone falls ³ or gets ill.
- * lots of food so you don't run ⁴ Remember, the nearest shop might be kilometres away!
- * suncream and a hat to put ⁵ if it's hot.
- * a good camera or camera phone to take photos when you come ⁶ something interesting.

★★ 4 Answer the questions about the pictures. Use the correct form of a verb from list A and a preposition from list B to make phrasal verbs.

A break come fall put run take

B across down off on out of over

What's just happened?



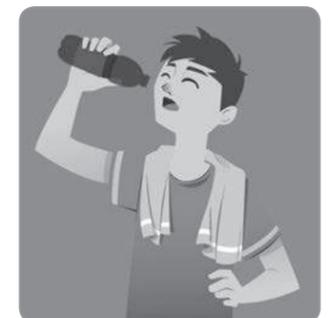
1 I've just *come across* a snake.



2 She



3 Our



4 He

What's happening at the moment?



5 She



6 I

Vocabulary page 107

Speaking and Listening

★ 1 What do we say *after* we've completely understood something?

- a Are you saying that ... ?
- b Oh, I see!
- c What do you mean?

★ 2 12 Complete the conversation with the correct form of these verbs. Then listen and check.

Hurry mean understand say see swim

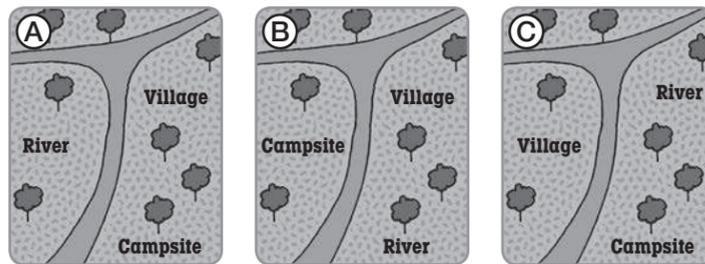
Jess Hey, get out of the water! You shouldn't ¹ *swim* in the sea.
Rory Sorry, I don't ² Are you ³ that the sea is dangerous?
Jess Yes! There are jellyfish!
Rory What do you ⁴? Jellyfish aren't dangerous.
Jess Some kinds of jellyfish are! They can sting you. It really hurts!
Rory Oh, I ⁵ Thanks! OK, I'm coming.
Jess Good. ⁶ up!

★ 3 Match the phrases (a–f) to the gaps (1–6) in the conversation. What is the problem?

Ben Stop!
Daisy ¹ *b*! That hurt!
Ben Sorry! ² I wanted to stop you before you took a bite!
Daisy Sorry, ³ What's the problem? ⁴? I thought it was for everyone.
Ben No, it isn't mine. But I should warn you – Mum made it!
Daisy ⁵? Does your mum want to eat it all?
Ben No, but she's a terrible cook! You might not survive.
Daisy ⁶ Thanks for the warning! I think I'll have some crisps, then.

- a Are you saying that it's *your* cake
- b Ouch
- c Oh, I see
- d I don't understand
- e What do you mean
- f But you shouldn't eat that cake

★★ 4 13 Listen to a conversation. Which image best matches Freya's map?



★★ 5 13 Listen to the conversation again. Why does Jack say these statements? Match the statements (1–5) to the explanations (a–g). There are two explanations you don't need.

- 1 Ouch! *d*
- 2 Hurry up!
- 3 Are you saying that you want to go back to the campsite?
- 4 It isn't right? What do you mean?
- 5 Oh, I see. Thanks.
- a He doesn't understand why the sign is wrong.
- b He is feeling hungry.
- c He understands what Freya means.
- d He has hurt his foot.
- e He doesn't understand why Freya wants him to stop walking.
- f He disagrees that they need to phone for help.
- g He is feeling cold.

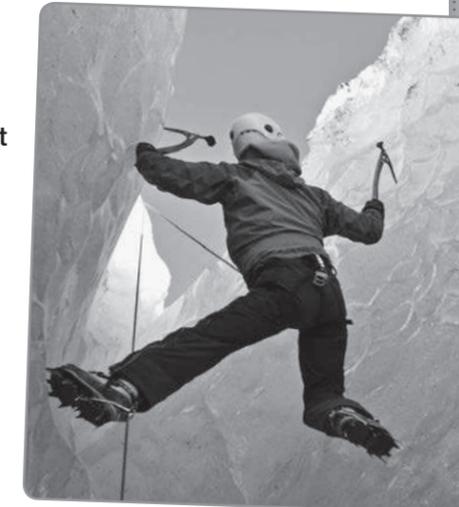
★★ 6 Write a conversation between two friends using the ideas below.

- you / not drink from the river – dangerous
- sorry / not understand – you / say / dangerous animals / here?
- no / but water / not safe
- what / mean?
- dirty – sometimes people get diseases from / drink / dirty water
- oh / see! Thanks.

Grammar Modals: possibility

★★ 3

Complete the sentences about the photo with *might*, *must* or *can't*. Then answer the question below.



- 1 She *might* be in the Alps. I'm not sure.
- 2 She definitely be afraid of heights!
- 3 She enjoy climbing, or she wouldn't do it!
- 4 It looks very dangerous. There be an avalanche!
- 5 She be cold in all that snow!
- 6 Climbing that mountain be very easy. It looks impossible!
- 7 She feel frightened. We don't know.
- 8 Standing on the top of a mountain be an amazing feeling, that's for sure.

Which sentences can you rewrite with *could*?

★ 1 Look at the photo. Then read the sentences (1–8). Does the writer think these things are possible (?), impossible (✗) or certain (✓)?



- 1 It might be a pet. ?
- 2 He can't be frightened of spiders.
- 3 He could like other kinds of insects.
- 4 He must be quite brave!
- 5 It might run up his arm!
- 6 It must feel strange.
- 7 It can't be a poisonous spider.
- 8 It could bite him!

★ 2a Choose the correct options to complete the advert.

Storm Chaser Tours

Most holidays are quite similar. Perhaps you ¹ *might* / *must* go to the beach, or you ² *could* / *can't* visit a few museums. Yawn! Doing the same thing every year ³ *must* / *can't* be very exciting!

Chasing tornados ⁴ *can't* / *must* be one of the most exciting holiday experiences in the world. We're 100% sure! You'll see these amazing storms close up, and if you're lucky, you ⁵ *must* / *might* have some great photos to take home.

What's more, our tours are the cheapest in the USA. We ⁶ *can't* / *must* be crazy!

b Would you like this holiday? Why?/Why not?

★★ 4

Rewrite the sentences using *must*, *can't*, *might* or *could*. Sometimes there may be more than one correct answer.

- 1 It's possible it's a tsunami. It *could be a tsunami*.
- 2 I'm sure the disease is very painful. The disease
- 3 Perhaps the volcano is dangerous. The volcano
- 4 I'm not going to climb that mountain. Obviously, you think I'm an idiot! I'm not going to climb that mountain. You
- 5 It's impossible for a drought to last forever. A drought
- 6 Maybe she's lost in the forest. She
- 7 I don't believe that anyone enjoys this awful weather – not even you! You! I don't believe you!
- 8 I can't decide whether to get help. I I haven't decided yet.

Modal verbs: general points

Use

We use modal verbs before other verbs to add a special meaning to a sentence (for example, ability, advice, etc.).

Form

- We put an infinitive without *to* after most modal verbs:
*We **must go**. I **can hear** them.*
- We do not add an -s to modal verbs in the third person (with *he, she* or *it*).
*He **can stay**. It **should stop**.*
- We do not use *do/does* with modal verbs to form negatives, questions or short answers.
*He **might not come**.
Can I see her? No, you **can't**.*
- Have to* is not a modal verb. We use *have to* differently:
*She **has to hurry**. I **don't have to leave**.
Do I **have to wait**? Yes, you **do**.*

Modals: ability, obligation, prohibition, advice

Ability

- We **can** reduce the number of people who die.
- We **can't** stop natural disasters.

Obligation

- You **must** come to the school now.
- They **have to** live on flat land near the sea.
- We **don't have to** lose huge numbers of lives.

Prohibition

- You **mustn't** leave the shelter.

Prohibition

- You **should** listen to the warnings.
- You **shouldn't** go near the sea.

Ability: **can, can't (cannot)**

- We use *can* or *can't* to talk about ability in the present.
*He **can play** the guitar.
I **can't see** you in the dark.
NOT ~~I **don't see** you in the dark.~~*

Obligation: **must, have to, don't have to**

- We use *must* or *have to* (which is not a modal verb) to talk about obligation in the present.
*You **must do/have to do** your homework.*
- We use *don't have to* when there is NO obligation. We cannot use *mustn't* in this way.
*You **don't have to come**. It's your choice.
NOT ~~You **mustn't come**. It's your choice.~~*

Prohibition: **mustn't (must not)**

- We use *mustn't* to express a strong prohibition.
*You **mustn't talk** here – it isn't allowed!
NOT ~~You **don't have to talk** here – it isn't allowed!~~*

Advice: **should, shouldn't (should not)**

- We use *should* to ask for and give advice or make recommendations.
*What **should I do**? You **should call** for help.*
- We use *shouldn't* to say that we think something is a bad idea.
*You **shouldn't swim** in that river – it's very deep.*

Past modals

- People **could** use schools as shelters.
- I **couldn't** speak English when I was six.
- They **had to** teach children about the dangers.
- They **didn't have to** wait long for the next cyclone.

We use different verb forms to talk about the past.

Ability in the past: **could, couldn't (could not)**

- We use *could* or *couldn't* to talk about ability in the past. We don't use *can* or *can't*.
*She **could ski** when she was six.
NOT ~~She **can ski** when she was six.~~
I **couldn't read** when I was two.
NOT ~~I **can't read** when I was two.~~*

Obligation in the past: **had to, didn't have to**

- We use *had to* or *didn't have to* to talk about obligation in the past.
*She **had to wear** a uniform at primary school.
We **didn't have to go** to school last Monday.*
- We cannot use *must* for obligation in the past. We use *had to* instead.
*She **must had to wear** a uniform at primary school.*

Modals: possibility

That bite **must** hurt.

It **might** be a poisonous snake.

The bite **could** be really dangerous.

The snake **can't** be deadly.

Possibility: **could, might, might not**

- We use *could*, *might* and *might not* to suggest present or future possibility.
*You **could be right** – I'm not sure.
The weather **might be cold** tomorrow. I don't know.
He **might not come**. He hasn't decided yet.*

Impossibility and certainty: **can't (cannot), must**

- We use *can't* when we think or guess that something is impossible.
*He **can't be** in Africa. I saw him in town this morning!
Being an explorer **can't be** easy.*
- We use *must* when we think or guess that something is certain.
*That man **must feel** scared. That snake looks terrifying!
It **must be** late. It's getting dark.*

Grammar practice

Modals: ability, obligation, prohibition, advice

1 Complete the text with these words.

can can't don't have to
must mustn't should

Anyone ¹ *can* learn surfing – but it takes a little time. You ² learn with a teacher – many people don't. However, if you want my advice you ³ take at least one class. It's a really good idea!
Of course, you ⁴ be able to swim first. This is essential. If you ⁵ swim, you absolutely ⁶ try surfing – don't even think about it!

2 Rewrite the second sentence so that it has a similar meaning to the first.

- I don't know how to ski. (can)
I **can't ski**.
- It's a good idea to exercise. (should)
You
- Don't swim here! (must)
You
- Wearing safety glasses is optional. (have to)
You
- He knows how to skate. (can)
He

Past modals

3 Put the modals into the past form.

- She **could** (can) play the violin when she was six.
- We (have to) work hard last year.
- I (can) speak German when I was five.
- You (don't have to) help her yesterday.
- He (can't) do last night's homework.

Modals: possibility

4 Choose the best option.

- It **(might)** / *must* / *can't* be sunny tomorrow. I hope so!
- It *could* / *must* / *can't* be her birthday. She had a birthday party last month!
- You *can't* / *could* / *must* be right I'm not sure.
- Being in a tornado *must* / *can't* / *could* be terrifying, that's for certain.
- I *must* / *can't* / *might* have some water in my bag. Hang on – I'll look.

5 Complete the sentences. Write **could, might, can't or must**.

- He **could** be her brother. I don't know what her brother looks like!
- She be good at Maths. She got top marks in her exam!
- You be tired. We've only been walking for ten minutes!
- She be at home. I'm not sure where she is.
- They be cold. They're shivering!

Asking for clarification

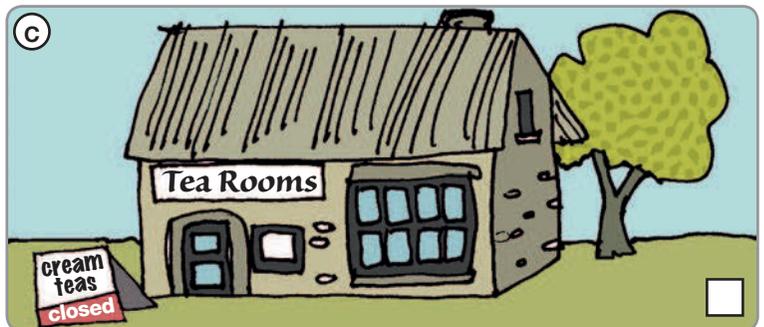
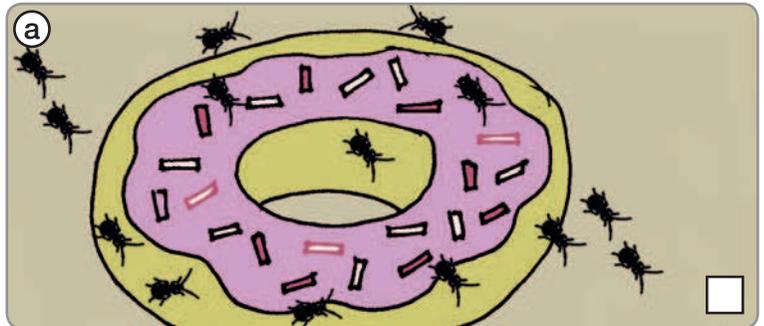
Speaking

- 1 41 Choose the correct options. Then listen and check.
- Nina You ¹ *shouldn't wear* / *shouldn't wear* that T-shirt!
- Pippa What ² *do you mean* / *are you meaning*?
³ *Do you say* / *Are you saying* that you don't like this T-shirt?
- Nina No, but it's the wrong colour for walking in the desert.
- Pippa Sorry, I ⁴ *don't understand* / *haven't been understanding*. Why is it wrong?
- Nina Well, black keeps you warm. You should wear white or a light colour to keep cool.
- Pippa Oh, ⁵ *I've seen* / *I see*! Thanks. I'll find another one ...

- 2 42 Complete the conversation. Write one word in each gap. Then listen and check.
- Lara You ¹ *should* take suncream and sunglasses if you're walking in the Alps in winter.
- Oli Sorry, I ² understand. Are you ³ that the Alps will be *hot* in January?
- Lara No, but you'll need suncream!
- Oli What ⁴
⁵ mean?
- Lara Well, the sun on the snow is very bright. Your skin might burn.
- Oli ⁶ , I see! Thanks.

Listening

- 3 43 Listen to the conversation and answer the questions.
- 1 Why does Polly want to stop? Choose *two* reasons. She's ...
 a tired. b cold. c hungry.
- 2 Which places do Bart and Polly visit? Choose *two*.
 a a river b a field c a wood
- 3 What problems do Bart and Polly have? Choose *two*.



- 4 43 Listen again and complete the sentences.
- 1 Polly wants to stop *walking*.
- 2 Polly thinks that the is very pretty.
- 3 Polly and Bart reach the field minutes later.
- 4 sees the café first.
- 5 doesn't think they should go in the café.
- 6 thinks the café will be a nice place to eat because it hasn't got

Survive!

Unit vocabulary

1 Translate the words.

Natural disasters

Nouns

- avalanche
- cyclone
- disease
- drought
- earthquake
- famine
- flood
- tsunami
- volcano

Verbs

- bury
- destroy
- drown
- erupt
- spread
- starve
- survive

2 Translate the phrasal verbs.

Phrasal verbs 2

- break down
- calm down
- come across
- get through
- keep on
- look forward to
- put on
- run out of
- take off
- work out

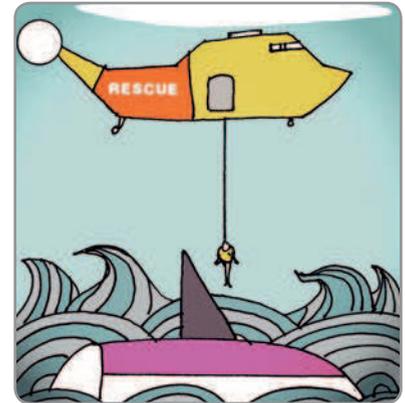
Vocabulary extension

3 Match the pictures to the verbs in the box. Use your dictionary if necessary. Write the words in English and your language.

burn crash freeze injure rescue sink



1 *sink*



2



3



4



5



6