

4

Survive!

Grammar Modals: ability, obligation, prohibition, advice, possibility; Past modals

Vocabulary Natural disasters; Phrasal verbs 2

Speaking Asking for clarification

Writing Giving instructions

Vocabulary Natural disasters

1  2.1 Match sentences (1–9) to photos (a–i). Then listen, check and repeat.

- 1 When **volcanoes erupt**, they are dangerous. *i*
- 2 **Earthquakes** can **destroy** buildings.
- 3 People sometimes **drown** in **floods**.
- 4 A **disease** can **spread** very quickly.
- 5 In a **famine**, people sometimes **starve**.
- 6 An **avalanche** can **bury** you under snow.
- 7 Most plants can't **survive** in a **drought**.
- 8 A **cyclone** is a type of storm with very strong winds.
- 9 A **tsunami** is a huge, dangerous wave.

Word list page 77 Workbook page 107

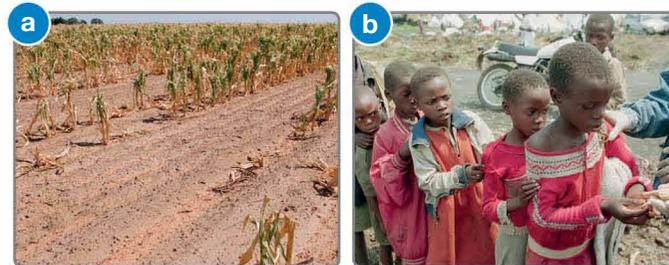
2  2.2 Complete the sentences with the correct form of the words in bold in Exercise 1. Then listen and check.

- 1 In the story of Noah's Ark, there was a great **flood**.
- 2 Mount Vesuvius is a which in 79 AD and the Roman city of Pompeii under five metres of ash.
- 3 Lots of people on the *Titanic* in 1912. The richer passengers were more likely to
- 4 60,000 men died in an in the Alps in World War I.
- 5 6,000,000 people in a in Ukraine in the 1930s.
- 6 The world's longest was in the Atacama Desert in Chile. It didn't rain there for 400 years.
- 7 An near the coast of Japan in 2011 caused a terrible The disaster killed more than 15,000 people and more than 300,000 buildings.
- 8 In North America, a is called a hurricane.
- 9 Malaria is a which mosquitoes

3 In pairs, ask and answer.

- 1 Have there been any natural disasters in your country? What happened?
- 2 What natural disasters have happened in other countries? What can you remember about them?

 2.3, 2.4 Pronunciation Unit 4 page 121



Brain Trainer Unit 4
Activities 1 and 2 Go to page 114

Reading

1 Look at the photos. Answer the questions.

- 1 What part of the world do you think this is?
- 2 What bad news does the article give?
- 3 What good news does it give?

2 Read the article quickly and check your answers.

3 Match sentences (1–4) to gaps (A–D) in the article.

- 1 It came in 2007.
- 2 Not everyone in Bangladesh was so lucky.
- 3 It was one of the worst natural disasters of the twentieth century.
- 4 'You must come to the school now,' they shouted.

4  **2.5 Read the article again. Are the sentences true (T) or false (F)?**

- 1 Because of global warming, there are more natural disasters now than there were in the past. **T**
- 2 The cyclone in 1991 was stronger than the cyclone in 1970.
- 3 The cyclone in 1991 killed more people than the cyclone in 1970.
- 4 In 1991, there was nowhere safe for women and children to go.
- 5 These days, emergency volunteers go to schools to warn the children about cyclones.
- 6 A scientist in the USA helped to save lives in Cyclone Sidr.
- 7 The buildings in Rupa's village survived because of the cyclone warning.
- 8 Many more people survived Cyclone Sidr than the cyclones of 1970 and 1991.

5 What about you? In pairs, ask and answer.

- 1 Are there ever floods in your country? What problems do they cause?
- 2 What do people do to prepare for natural disasters in your country? Do you think they do enough?
- 3 Many charities say 'There are more floods and droughts now because of global warming. Rich countries should pay the poor countries which are affected by these problems.' Why do they say this? Do you agree? Why?/Why not?



Fighting the cyclones

Every year, natural disasters affect about 250 million people and global warming is making droughts, floods and avalanches more common. Sadly, we can't stop the disasters, but we can reduce the number of people who die in them.

In Bangladesh, a lot of people have to live on flat land near the sea, but the cyclones there bring terrible floods. In 1970, Cyclone Bhola killed about 500,000 people. **A** In 1991, the even stronger Cyclone Gorky hit the country. This time, people could use special school buildings as emergency shelters. Unfortunately, many women and children didn't go to them and around 140,000 people drowned.

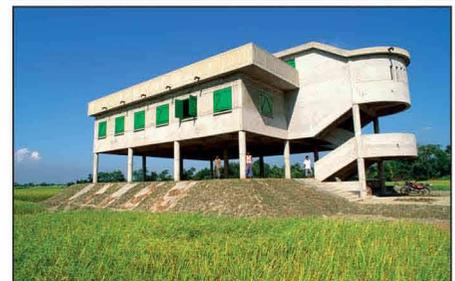
After this, villages set up groups of emergency volunteers and teachers had to talk to children every week about the things which they should do if there was a cyclone warning.

They didn't have to wait many years for the next big cyclone. **B** ¹ Twelve hours before Cyclone Sidr reached land, a Bangladeshi scientist in the USA calculated the exact areas of danger on a computer. The emergency volunteers in the villages spread the warning fast.

Ten-year-old Rupa Begum and her friends ran to all their neighbours' homes. **C** 'You won't be safe if you stay here.' All the buildings in the village were destroyed in the cyclone except for the school shelter. But because of the children's warnings, everyone in the village survived.

D Four thousand people died in Cyclone Sidr. But this was a much smaller

number than in the big cyclones of the twentieth century. With modern technology, planning and education, we don't have to lose huge numbers of lives in natural disasters.



Grammar 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.
Advice
You should listen to the warnings.
You shouldn't go near the sea.

Grammar reference Workbook page 92

1 Study the grammar table. Choose the correct options to complete the rules.

- We use *must* or *have to* when an action is *necessary / against the rules*.
- We use *don't have to* when an action is *impossible for someone / not necessary*.
- We use *should* when an action is a *good idea / impossible for someone*.
- We use *can* when an action is *not necessary / possible for someone*.
- We use *mustn't* when an action is a *good idea / against the rules*.

2 Choose the correct options.

- The mountains are popular because people **can** / **must** ski and climb there.
- You **have to** / **mustn't** do mountain sports alone.
- You **should** / **can't** check the weather before you go into the mountains.
- We **mustn't** / **don't have to** worry about avalanches if there's no snow.
- People **must** / **shouldn't** go on the snow when there's a danger of avalanches.
- If you are buried in an avalanche, you **don't have to** / **can't** climb out. The snow is too heavy.
- You **have to** / **don't have to** wait for help.
- Someone **must** / **can** find you under the snow very quickly, or you will die.

3 Choose the correct option, A, B, C or D, to complete the conversation.

- Dad** You look tired. You ¹ **D (should)** go to bed.
- Bill** I ² go to bed yet. I ³ to learn my French vocabulary first.
- Dad** Your French test isn't tomorrow, it's on Friday. You ⁴ learn the vocabulary tonight. You ⁵ learn it another day.
- Bill** No, I ⁶ do it tonight, because I'm busy for the rest of the week. And I ⁷ get a bad mark in the test.
- Dad** You ⁸ worry so much. Tonight, sleep is more important than the test!
- | | |
|--------------------------|--------------------------|
| 1 A shouldn't | C can't |
| B mustn't | D should |
| 2 A can | C can't |
| B should | D must |
| 3 A have | C shouldn't |
| B must | D can |
| 4 A don't have to | C can't |
| B mustn't | D don't have |
| 5 A mustn't | C doesn't have to |
| B can | D can't |
| 6 A must | C don't have |
| B mustn't | D have |
| 7 A should | C mustn't |
| B must | D have to |
| 8 A should | C shouldn't |
| B must | D can |

4 Make sentences. Change the underlined words. Use these words.

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

- It's a good idea to take some exercise every day. (You)
You should take some exercise every day.
- I have to phone Lucy. (I)
- It isn't necessary to pay for the food. (You)
- It's against the rules to use our mobile phones in class. (We)
- He must visit his granny this weekend. (He)
- It's a bad idea to eat lots of sweets. (People)
- She's free to come shopping on Saturday. (She)

5 What about you? Discuss in pairs.

- rules at your school
- rules at home
- advice for someone who is new at your school

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.

Grammar reference Workbook page 92



Watch Out!

We can't use *must* for obligation in the past.

6 Study the grammar table. Complete the rules.

- 1 For ability in the past, we use /
- 2 For obligation in the past, we use /

7 Change these sentences to the past tense.

- 1 She can't swim.
She couldn't swim.
- 2 Can you see the avalanche?
- 3 They don't have to help us.
- 4 He must be careful.
- 5 We can't climb the volcano.

Vocabulary Phrasal verbs 2

1 2.6 Read the text. Complete the phrasal verbs (1–10) and match them to their definitions (a–j). Then listen, check and repeat.

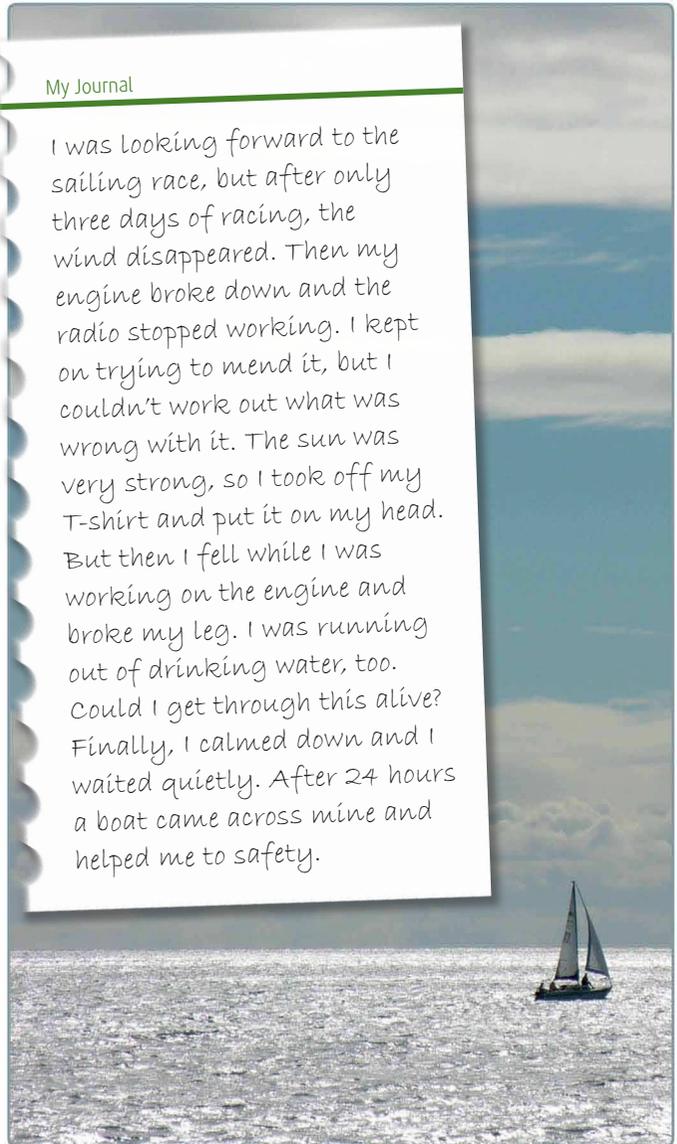
- | | |
|---------------------|--------------|
| 1 break <i>down</i> | 6 look |
| 2 calm | 7 put |
| 3 come | 8 run |
| 4 get | 9 take |
| 5 keep | 10 work |

- a continue
- b get dressed in something
- c stop wearing something
- d stop worrying
- e stop working or functioning **1**
- f come to the end of a difficult time
- g be excited about something that's going to happen
- h use all of something, so there isn't any more of it
- i meet without planning to
- j calculate or understand

Word list page 77 Workbook page 107

My Journal

I was looking forward to the sailing race, but after only three days of racing, the wind disappeared. Then my engine broke down and the radio stopped working. I kept on trying to mend it, but I couldn't work out what was wrong with it. The sun was very strong, so I took off my T-shirt and put it on my head. But then I fell while I was working on the engine and broke my leg. I was running out of drinking water, too. Could I get through this alive? Finally, I calmed down and I waited quietly. After 24 hours a boat came across mine and helped me to safety.



2 Complete the sentences with the correct form of the words from Exercise 1.

- 1 Stop screaming and *calm down*! We won't this if we don't think sensibly.
- 2 The car didn't It petrol.
- 3 looking at the map, and you'll soon where we are.
- 4 I'm really the weekend. I'm going to Italy.
- 5 your dirty clothes and some clean ones.
- 6 I an advert for a volcano tour in today's paper.

3 Work in pairs. Choose six phrasal verbs from Exercise 1 and write a short conversation with them.



Brain Trainer Unit 4
Activity 3 Go to page 114

Speaking and Listening

1 Look at the photo. Answer the questions.

- 1 Where are Archie, Holly and Yasmin?
- 2 What do you think has happened to Holly?
- 3 Who do you think Yasmin is talking to?

2  2.7 Listen and read the conversation. Check your answers.3  2.7 Listen and read again. Answer the questions.

- 1 What is wrong with Holly's foot?
A snake has bitten it.
- 2 Does it hurt?
- 3 Is Archie worried about Holly? Why?/Why not?
- 4 Is an ambulance going to come to them?
- 5 Where does Holly have to go later?

4 Act out the conversation in groups of three.

- Archie** Hurry up, guys.
Holly We're coming ... Ouch! What was that?
Yasmin Oh no! A snake! Did it bite you?
Holly Yes, on my foot.
Yasmin Poor you! That must hurt!
Holly Yes, and it could be really dangerous ...
Archie Calm down, Holly. It might be a poisonous snake, but it can't be deadly. There aren't any deadly snakes in Britain.
Yasmin I'll phone the doctor. *(on phone)* Hello, my friend's got a snake bite on her foot. What should we do? ... **Sorry, I don't understand. What do you mean? Are you saying that** we should call for an ambulance, or keep on walking? ... Oh, I see! Thanks.
Holly What does the doctor think?
Yasmin You have to go to hospital. But we don't have to call an ambulance, so it can't be too serious.



Say it in your language ...

Hurry up!
Ouch!



5 Look back at the conversation. Complete these sentences.

- 1 Sorry, I don't *understand*.
- 2 What do you ... ?
- 3 Are you ... that we should call for an ambulance, or keep on walking?
- 4 Oh, ... ! Thanks.

6 Read the phrases for asking for clarification.

Asking for clarification

What do you mean?
 Sorry, I don't understand.
 Are you saying that ...?
 Oh, I see! Thanks.

7 **2.8** Listen to the conversation. What is the problem? What is the solution? Act out the conversation in pairs.

- Archie** You shouldn't ¹ *swim in that river* because of the ² *water*.
- Yasmin** Sorry, I don't understand. Are you saying that ³ *the water is dangerous*?
- Archie** Yes, so you shouldn't ⁴ *swim in it*.
- Yasmin** What do you mean?
- Archie** Well, ⁵ *people have caught diseases from it*. You should ⁶ *swim in a swimming pool* instead.
- Yasmin** Oh, I see! Thanks.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.



- 1 ski there / visit that volcano / keep food in your tent
- 2 snow / gas / bears
- 3 there's a problem with the snow / gas is coming from the volcano / there are bears around here
- 4 ski on it today / go there / keep food in your tent
- 5 there are often avalanches when there's snow like that / the gas is poisonous / bears sometimes steal food from tents
- 6 ski somewhere else / visit a different place / leave it in the campsite kitchen

Grammar Modals: possibility

That bite **must** hurt.

It **might** be a poisonous snake.

The bite **could** be really dangerous.

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

Grammar reference Workbook page 92

1 Read the grammar table. Complete the rules.

- 1 When something is possible, we use ... or
- 2 When something is impossible, we use
- 3 When something is certain, we use

2 Choose the correct options.

- A** Where's Poppy?
B She isn't here. She ¹ *could* / *must* be in her tent, or she ² *might* / *can't* be by the river.
- A** She ³ *must* / *can't* be in her tent. It's empty.
B Listen! Someone's calling from the river. That ⁴ *must* / *can't* be her.
- A** She isn't calling, she's screaming. She ⁵ *must* / *could* be scared.
B You're right. She ⁶ *might* / *can't* be in danger. Let's go and help her.

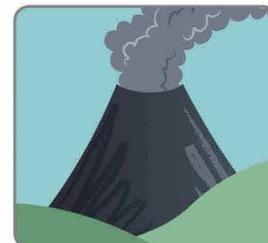
3 Make two sentences for each picture. Use *must, might, could* or *can't*.

- 1 Who is this? Callum and Luke both like surfing.

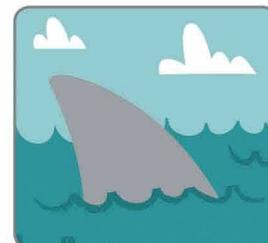
It might be Callum.
It could be Luke.



- 2 Where is this volcano? There aren't any volcanoes in Britain, but there are some in Italy.

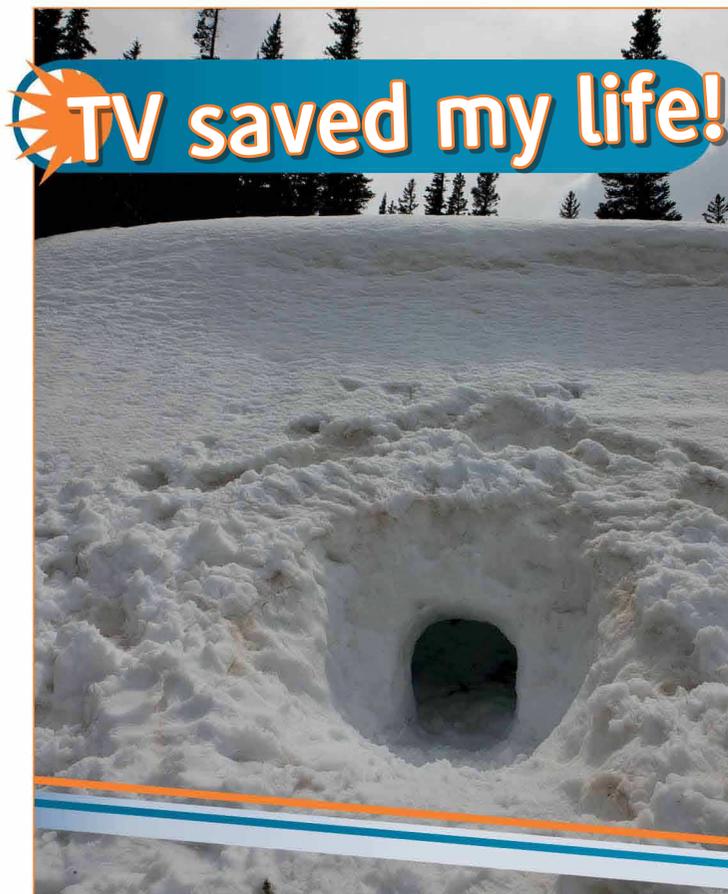


- 3 What animal is that? Dolphins are grey and sharks are grey, too.



Reading

- 1 Look at the photo and the title of the article. How do you think a television programme saved this boy's life?



Teenager Jake Denham was skiing with his family in the USA when he fell over and lost one of his skis. His family didn't know that he had a problem. They kept on skiing. When they got to the bottom of the mountain, there was no sign of Jake.

Jake couldn't find his ski anywhere. In the end, he decided to take off his other ski and walk down the mountain. But he couldn't work out the right way to go.

It was now getting dark and he was a long way from any shelter. He knew that he might die that night in the cold temperatures. But Jake kept calm. At home, Jake watched a lot of TV programmes about surviving in difficult situations. He remembered the advice from these programmes and knew that he should build a cave in the snow. He made a hole and pointed it up the hill so the wind couldn't blow into it. Outside his cave,

the temperature fell to a dangerous -15°C that night, but inside it Jake was safe from the cold.

But he had to get down the mountain. The TV programmes always said, 'If you are lost, you should find someone else's tracks through the snow and follow them.' 'I wanted to live my life,' remembers Jake. 'So I got up and I found some ski tracks and I followed those.' He walked and walked and finally he saw lights. Nine hours after he lost his ski, he came across a team of rescue workers. He was safe!

His mum was very relieved when she heard the news. Amazingly, Jake didn't even have to go to hospital. He got through the ordeal without any injuries.

So, the next time someone says that watching TV is a waste of time, think of Jake. Sometimes TV can save your life!

Key Words

cave	hole	blow
track	rescue	ordeal

- 2 Read the article quickly and check your answer to Exercise 1.

- 3 2.9 Read the article again and put these events in the correct order. Which event didn't happen?

- | | |
|--------------------------------|---------------------------|
| a He sheltered in a snow cave. | d He went to hospital. |
| b He found rescuers. | e He got lost. |
| c He fell over. 1 | f He followed ski tracks. |

- 4 2.9 Read the article again. Answer the questions.

- Why didn't Jake's family help him when he fell over?
Because they didn't know he had a problem and kept on skiing.
- At first, what did Jake plan to do?
- Why was it dangerous for Jake when it got dark?
- Why was his snow cave a good design?
- How long was Jake lost on the mountain?
- What injuries did Jake have?

Listening

- 1 2.10 Listen to a mountain rescue worker talk about survival programmes on TV. Are the sentences true (T) or false (F)?

- They can help people.
- They can give people dangerous ideas.
- People should copy all the things that they see on them.

Listening Bank Unit 4 page 119

- 2 In pairs, discuss the questions. Give reasons.

- Do you ever watch survival programmes on TV? Do you enjoy them?
- Do you think the advice on survival programmes is useful?
- Imagine yourself in a dangerous situation like Jake's. Do you think you would survive?

Writing Giving instructions

1 Read the Writing File.

Writing File Giving clear instructions

- Use headings so people can find the right information quickly.
- Use bullet points.
- Keep sentences short.
- Don't use linking words at the start of sentences.

2 Read the information leaflet. How many bullet points are there? How many sentences are in the longest bullet points?

3 Match the headings (1–3) to the advice (a–c).

- 1 Avoid the problem
 - 2 Reduce the danger
 - 3 During an attack
- a Never swim in seas where there have been recent shark attacks.
 - b Hit the shark hard in the eyes or the end of its nose.
 - c Wear dark clothes. To a shark, people in bright colours might look like fish.

4 You are going to write an information leaflet about survival in the desert, or your own idea. Look at the ideas in the pictures and/or do your own research. Make some notes.

HOW TO survive an earthquake

Be prepared

- If the danger of earthquakes is high in your area, find out about organisations that can send free earthquake warnings by text message. You might have a few seconds before the earthquake reaches you. A few seconds could save your life.

Before or during an earthquake

- People inside buildings should hide under a strong table or desk, away from windows and heavy objects on walls.
- If you are cooking, turn off the gas or electricity.
- People in outside areas should move away from buildings, trees and electricity lines.
- Drivers should drive carefully away from bridges, buildings, trees and electricity lines and then stop their car. They shouldn't leave the car.

After an earthquake

- In areas near the sea, there are sometimes tsunamis after earthquakes. You should listen to the radio. If there is any danger of a tsunami in your area, run to high ground.



5 Write your information leaflet. Use your notes from Exercise 4.



Remember!

- Use headings and bullet points.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

1 Choose the correct options.

- 1 Rabbits *can't* / *must* fly.
- 2 You *could* / *mustn't* forget your book. You'll need it.
- 3 Last year I *must* / *had to* learn Chinese. It was really difficult.
- 4 I've been learning English for seven years, so I *can* / *have to* speak it quite well now.
- 5 You *should* / *mustn't* try harder in class.
- 6 My mum *can't* / *couldn't* swim when she was a child.
- 7 You *mustn't* / *don't have to* wash your hair every day. Twice a week is enough.
- 8 We *had to* / *could* see the sea from the house where we stayed last summer.
- 9 She *must* / *shouldn't* remember her hockey stick today because she's playing in a match.
- 10 I *have to* / *can't* study tonight because we have an important test tomorrow.
- 11 You *can* / *shouldn't* swim in the lake. It's very dangerous.
- 12 My grandad *mustn't* / *didn't have to* study Science at school.

2 Complete the sentences with these verbs. Sometimes more than one answer is possible.

can't could might must

- 1 He *must* like chocolate. Everyone likes chocolate!
- 2 She live in Spain. I'm not sure.
- 3 I've lost my bag. It be somewhere at school, or maybe at Tom's house.
- 4 He have a sister who's 30. His mum and dad are only 40.
- 5 They be from France. They don't speak any French.
- 6 The people near the erupting volcano feel very scared.
- 7 That car cost a lot of money. It's a BMW, and BMWs are always expensive.
- 8 She play the piano. I don't know.

Vocabulary Review

3 Complete the sentences.

- 1 A *volcano* often produces ash when it e.... .
- 2 A... happen in the mountains. If they b.... you in snow, it's very difficult to s.... .
- 3 If it doesn't rain for a long time, there's a d.... and sometimes there's a f.... , too. Many people s.... .
- 4 A c.... is a very strong wind that can d.... houses.
- 5 You should stay in bed if you have a serious d.... which you might s.... to other people.
- 6 T.... are big waves after an e.... out at sea. When the waves hit the coast, there are terrible f.... and a lot of people d.... .

4 Complete the sentences with these words.

aeress	down (x2)	forward	of	off
on (x2)	out (x2)	through	to	

- 1 I came *across* Lia in town yesterday.
- 2 Put a hat. It'll protect you from sunburn.
- 3 We've run milk. I'll go and buy some more.
- 4 Calm It's not the end of the world.
- 5 We're really looking our holiday.
- 6 She worked a way to cross the river safely.
- 7 I was late because our car broke
- 8 Don't worry, you'll get the exams OK.
- 9 Take your jumper if you're too hot.
- 10 He kept walking until he found help.

Speaking Review

5 2.11 Complete the conversation with these words. Then listen and check.

Are you saying	I don't understand.
I see!	What do you mean?

- A We don't have to go to school tomorrow.
- B ¹ *What do you mean?* It's Monday tomorrow.
- A Yes, but there's no school when there's a flood.
- B Sorry, ² ³ that there's a flood at school?
- A Yes. There's water in the classrooms, so we can't have any lessons tomorrow.
- B Oh, ⁴ Thanks for telling me.

Dictation

6 2.12 Listen and write in your notebook.

 My assessment profile: Workbook page 130

Real World Profiles

Richard Turere's Profile



Age: 13
Home country: Kenya

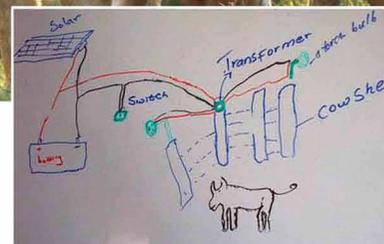
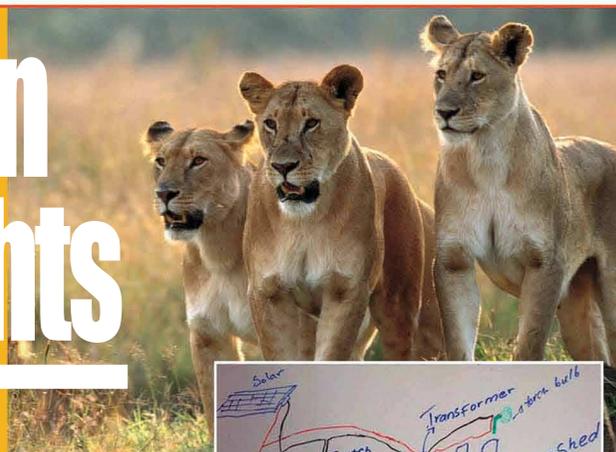
My favourite things ...

helping my family, inventing things

Reading

- 1 Read Richard's profile and look at the photos. How do you think he helped his family? Read the article quickly to check.
- 2  2.13 Read the article again. Answer the questions.
 - 1 Why are lions a good thing for Kenya?
Because they attract hundreds of thousands of tourists every year.
 - 2 Why do farmers kill them?
 - 3 How many lions are there in Kenya?
 - 4 Why couldn't Richard's farm have a fence to keep out the lions?
 - 5 Why did his 'lion lights' keep the lions away?
 - 6 Was it expensive to make the lights?
 - 7 What two groups did his lights help?
 - 8 How has Richard's life changed since people heard about his lights?

Lion lights



Lions are important to the people of Kenya because they attract hundreds of thousands of tourists every year. However, they also kill a lot of farm animals. In a country where droughts are common, it's hard for farmers to feed their families. It isn't surprising that they sometimes kill lions to protect their farms. Twenty years ago there were 10,000 lions in Kenya. Now there are only 2,000. Conservationists started to think that there was no hope for the lions' future. But then they heard about Richard Turere.

From the age of nine, it was Richard's job to look after his family's cows. But when lions came out of the forest at night and ate them, Richard could do nothing. A fence high enough and strong enough to keep the lions out was much too expensive.

When he was eleven, Richard realised that the lions never attacked when someone was moving around outside with a torch. They were afraid of humans. This gave Richard an idea. Perhaps he could design some lights which could trick the lions. With an old car battery, a solar panel and some bulbs from broken torches, he created outside lights which looked like a moving torch. Since then, the lions have never come back to his farm.

Soon his neighbours asked him to put up 'lion lights' at their farms, too. Again, the lights worked brilliantly. Conservationists were very excited. Here was something simple and cheap which could help farmers to feed their families and help the lions to survive.

And there was help for Richard, too. One of Kenya's best schools heard about his clever invention and offered him a free education there. Richard now hopes to become an engineer and invent many other useful things in the future.

Class discussion

- 1 What do you think are more important, the lions or the farmers' animals? Why?
- 2 Do you know of any other simple ideas to keep unwanted animals away?
- 3 What did you have to do when you were eleven? Compare your life at that age with Richard's.