### Vocabulary

**Natural disasters**

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

   1. When volcanoes erupt, they are dangerous. / 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 Work page 107**

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 volcano, which erupted in 79 AD and destroyed the Roman city of Pompéii under the metres of ash. / 3. Lots of people died in the Titanic in 1912. The richer passengers were more likely to ... / 4. 60,000 men died in an avalanche in the Alps in World War I. / 5. 6,000,000 people died in a famine in Ukraine in the 1930s. / 6. The world’s longest drought ... was in the Atacama Desert in Chile. It didn’t rain there for 400 years. / 7. An avalanche ... 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 hurricane is called a cyclone. / 9. Malaria is a disease which mosquitoes spread.

   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? / 3. What natural disasters have you experienced? What can you remember about them?

**Extra activity**

Students write a short text about a natural disaster which has happened in their country. They should include facts and figures, talk about when and where the disaster took place and explain exactly what happened. They should talk about the results of the disaster, whether it was preventable and if they think it could happen again. When checking students’ work, focus on the positive use of the grammar and vocabulary taught so far.

**Exercise 1 (Track 2.1)**

- Individually, students match the sentences to the photos.
- Play the recording for students to listen and check.
- Repeat the recording. Pause after each sentence to check students’ pronunciation.

**Answers**

- 2 h 3 d e 4 f 5 b 6 l 7 a 8 g 9 c

**Exercise 2 (Track 2.2)**

- Students complete the sentences.
- Play the recording for students to listen and check.
- Check answers as a class.

**Answers**

- 2 volcano, erupted, buried / 3 drowned, survive / 4 avalanche / 5 starved, famine / 6 drought / 7 earthquake, tsunami, destroyed / 8 cyclone / 9 disease, spread

**Exercise 3**

- Students work in pairs, asking and answering the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Discuss the questions as a class.

**Extra activity**

Students write a short text about a natural disaster which has happened in their country. They should include facts and figures, talk about when and where the disaster took place and explain exactly what happened. They should talk about the results of the disaster, whether it was preventable and if they think it could happen again. When checking students’ work, focus on the positive use of the grammar and vocabulary taught so far.

**Pronunciation (Track 2.3, 2.4)**

See Teacher’s Book page 219 and Students’ Book page 121

**Further practice**

Workbook pages 34 and 107

**Brain Trainer Unit 4 Activities 1 and 2**

See Teacher’s Book page 212 and Students’ Book page 114
Unit 4 Survive!

**Reading**

**Revision**

First – Write the following words on the board:

1. flood; drought; tsunami; famine; earthquake; avalanche; volcano; cyclone; earthquake

Students must find all of the words. Check answers and spelling as a class.

(Answers: flood; disease; tsunami; famine; avalanche; volcano; drought; cyclone; earthquake)

Second – Read the following definitions and ask students to identify the natural disasters:

1. At a time when there isn’t any food and people often starve.
2. This is a type of mountain which can erupt and kill people who are in the area.
3. This can be very dangerous when you go skiing because it can bury you.
4. There is one of these when it rains for a long time and people can drown.
5. This is a very, very strong wind that can be very dangerous and move big things like cars.

In pairs, students compare their answers before checking as a class.

(Answers: 1. famine; 2. volcano; 3. avalanche; 4. flood; 5. cyclone)

Third – Individually, students write definitions for the three words not covered in the previous stage, i.e. disease, drought and tsunami.

Monitor and point out errors for students to self-correct. Ask some students to read out their questions for the class to identify the adjectives.

**Exercise 1**

- Draw attention to the photos and ask students what they can see.
- Individually, students answer the questions.

**Exercise 2**

- Make sure students understand not to read in detail at this point.
- Students read the article quickly to check their answers to Exercise 1.

**Answers**

1. It is Bangladesh.
2. The article says that cyclones in Bangladesh bring terrible floods and kill lots of people.
3. The article says that with modern technology, planning and education, we don’t have to lose huge numbers of lives in natural disasters.

**Exercise 3**

- Individually, students match the sentences to the gaps in the article.
- Check answers as a class.

**Answers**

2 D 3 A 4 C

**Exercise 4 (Task 1.5)**

- Students read the article again and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.

- Stronger groups or fast finishers can correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

**Answers**

2 True
3 False (Around 140,000 people drowned in 1991 compared with 500,000 people killed in 1970.)
4 False (There were emergency shelters but many women and children didn’t go into them.)
5 False (It is the teachers who warn the children about cyclones.)
6 True
7 False (All the buildings in the village were destroyed except for the school shelter.)
8 True

**Exercise 5**

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 35

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**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.

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**Exercise 3**

- In pairs, students compare their answers before checking as a class.
- Students read the article quickly to check their answers.

**Exercise 4**

- Students read the article again and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.

**Answers**

2 D 3 A 4 C

**Exercise 4 (Task 1.5)**

- Students read the article again and decide if the sentences are true or false.
- If you wish, play the recording for students to listen and read.
- They then check in pairs before checking answers as a class.

- Stronger groups or fast finishers can correct the false sentences.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

**Answers**

2 True
3 False (Around 140,000 people drowned in 1991 compared with 500,000 people killed in 1970.)
4 False (There were emergency shelters but many women and children didn’t go into them.)
5 False (It is the teachers who warn the children about cyclones.)
6 True
7 False (All the buildings in the village were destroyed except for the school shelter.)
8 True

**Exercise 5**

- In pairs, students ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency.

Further practice

Workbook page 35

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**Exercise 4**

- 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. **F**
  3. The cyclone in 1991 killed more people than the cyclone in 1970. **T**
  4. In 1991, there was nowhere safe for women and children to go. **F**
  5. Many more people survived Cyclone Sidr than the cyclones of 1970 and 1991. **F**

**Exercise 5**

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

Advice

We don't have to lose huge numbers of lives.

Prohibition

You mustn't leave the shelter.

Grammar reference

Choose the correct options.

1. What about you? Discuss in pairs.

Bill

1. I have to do some work today.

2. I have to go to the gym.

3. I have to phone Lucy.

4. I have to go to bed early.

What about you?

You

1. I must phone Lucy.

2. I can't wait for help.

3. I mustn't go to the gym.

4. I have to do some work today.

5. It's a good idea to take some exercise every day. (You)

6. It's a good idea to eat lots of sweets. (People)

7. She's free to go to the gym. (She)

8. She's free to go to the gym. (She)

Grammar

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

Dad

1. You look tired. You must

2. I must

3. You should

4. You mustn't

Bill

1. I should

2. I shouldn't

3. I shouldn't

4. I must

Dad

1. You should

2. You shouldn't

3. You must

4. You mustn't

Bill

1. I should

2. I mustn't

3. I don't have to

4. I don't have to

Grammar notes

Students revise the modal verbs can/can't to talk about ability, must and mustn't to talk about obligation or lack of it, mustn't to talk about prohibition and shouldn't/mustn't to give advice.

Students often find the grammar of modal verbs confusing, so you might like to point out that modal verbs don't require auxiliary verbs in the negative or question forms. However, shouldn't has to is not technically a modal verb and therefore forms the negative with don't.

Students frequently have problems with the negative form don't have to. In many languages this structure, quite logically, is used for a prohibition. In English, however, its usage is quite different and don't have to is used to indicate something which is not necessary but which we are free to do if we wish. Make sure students understand that mustn't is used to express the idea of 'negative obligation', i.e. prohibition. Make sure students understand that, in this context, have to and must are synonyms, and that the opposite of have to is mustn't.

Exercise 1

1. Read the grammar table with the students.

2. Students work individually, completing the rules and referring back to the grammar table where necessary.

3. Check answers as a class.

4. Students use the modal verbs in sentences without telling the class what the place is.

5. Monitor and point out errors for students to self-correct. Ask some students to read out their sentences aloud.

Exercise 2

1. Students work individually, choosing the correct options.

2. Check answers as a class.

Exercise 3

1. Students understand the task before they start.

2. Students work individually, choosing the correct options.

3. They then check answers in pairs before checking answers as a class.

Exercise 4

1. Students work in pairs, discussing the rules and advice.

2. Remind students to use the modal they have learned in this lesson.

3. Monitor and help with vocabulary, but do not interrupt sentences unless students make mistakes with the modal verbs.

Further practice

Workbook pages 36 and 92–93

Answers

Unit 4 Survive!
Past modals

Students were introduced to the concept of phrasal verbs in Unit 1 and here see a second group of phrasal verbs. Remind students that phrasal verbs are verbs which are followed by a preposition, often referred to as a ‘particle’, and that it is this particle which gives the verb its very specific meaning.

Students work in this lesson with phrasal verbs at a purely lexical level and the exercises do not require them to distinguish between separable and non-separable phrasal verbs.

Exercise 1 (Max 2.4)

• Draw attention to the picture and ask students what they can see.
• Students read the text, complete the phrasal verbs and match them to the definitions.
• Play the recording for students to listen and check.
• Repeat the recording. Pause after each word to check students’ pronunciation.

Answers

1. calm down 2. get through 3. look forward to 4. put on 5. take off 6. work out

Exercise 2

• Students complete the sentences.
• Then check answers in pairs before checking answers as a class.

Answers

1. could, couldn’t 2. had to, didn’t have to

Exercise 3

• In pairs, students write a short conversation using six of the phrasal verbs.

Answers

1. break down 2. calm down 3. come across 4. get through 5. keep on 6. look forward to

Exercise 4

• Students work in this lesson with phrasal verbs at a purely lexical level and the exercises do not require them to distinguish between separable and non-separable phrasal verbs.

Answers

1. can/could 2. couldn’t (didn’t) have 3. must/mustn’t 4. ought to 5. needn’t (didn’t) have 6. should/shall/shall we

Further practice

Workbook pages 36 and 92–93

Vocabulary

Phrasal verbs

Students work in this lesson with phrasal verbs at a purely lexical level and the exercises do not require them to distinguish between separable and non-separable phrasal verbs.

Exercise 1 (Max 2.4)

• Draw attention to the picture and ask students what they can see.
• Students read the text, complete the phrasal verbs and match them to the definitions.
• Play the recording for students to listen and check.
• Repeat the recording. Pause after each word to check students’ pronunciation.

Answers

1. calm down 2. get through 3. keep on 4. look forward to 5. put on 6. run out of 7. take off 8. work out

Exercise 2

• Students complete the sentences.
• Then check answers in pairs before checking answers as a class.

Answers

1. could, couldn’t 2. could, couldn’t 3. didn’t have to help us 4. had to be careful 5. couldn’t climb the volcano

Extra activity

Write ‘When I was three …’ on the board. Individually, students write as many sentences as possible about when they were three using could/couldn’t and didn’t have to, e.g. ‘… I could walk and talk’, ‘… I couldn’t swim’, ‘… I had to go to bed very early’, ‘… I didn’t have to do homework’. Monitor and point out errors for students to self-correct. Ask some students to read out their sentences to the class and elicit sentences about their sentences to the class and elicit sentences about their classmates’ sentences to the class and elicit sentences about their classmates’ sentences to the class and elicit sentences about their classmates’ sentences to the class and elicit sentences about their classmates’ sentences to the class and elicit sentences about their classmates’ sentences to the class.

Further practice

Workbook pages 37 and 107

Brain Trainer Unit 4 Activity 3

See Teacher’s Book page 212 and Students’ Book page 114
Unit 4 Survive!

Chatroom Asking for clarification

Revision

First – Write the following sentences on the board:
1. Our new car broke down while we were driving to the mountains on Saturday.
2. It was very cold last night so I put on my winter clothes.
3. I was looking at photos last night when I came on my sister’s photo.
4. I really looking forward to going skiing in the mountains on Saturday. 
5. My sister keeps of time and I don’t think I can finish my project for tomorrow.

Exercise 1
• Draw attention to the photo and ask students what they can see.
• Students look in more detail and answer the questions.

Exercise 2 (task 2.7)
• Play the recording for students to listen, read and check their answers to Exercise 1.
• Check answers as a class.

Exercise 3 (task 2.8)
• Individually, students answer the questions.
• They then check in pairs, before checking answers as a class.

Exercise 4
• Divide the class into groups of three.
• Groups act out the conversation.
• Monitor and correct students’ pronunciation as appropriate.
• Nominate one group to perform the conversation for the class.

Answers

1. They are walking in the country. 
2. Yes, it does. 
3. No, he isn’t. Because there aren’t any deadly snakes in Britain.
4. No, it isn’t.
5. She has to go to hospital.

Say it in your language … Hurry up! Ouch!

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. Listen and read the conversation. Check your answers.

3. Listen and read again. Answer the questions.
   1. What is wrong with Holly’s foot?
   2. Is Archie worried about Holly? Why?/Why not?
   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.

Asking for clarification

Chatroom Asking for clarification

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.

Archie
What does the doctor think?

Holly
You have to go to hospital. But we don’t have to call on an ambulance, it can’t be serious.

Yasmin
Poor you! That must hurt!

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
Yes, and it could be really dangerous ...

Holly
We have to call an ambulance, so it can’t be poisonous.

Yasmin
You have to go to hospital. But we don’t have to call an ambulance, it can’t be too serious.

Archie
I’m really looking forward to going skiing in the mountains on Saturday.

Holly
Poor you! That must hurt!

Yasmin
My sister keeps of time and I don’t think I can finish my project for tomorrow.

Exercise 4 extra activity

Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

• Hurry up! – phrase used to express urgency and may even be shouted or almost screamed.
• Ouch! – exclamation used to express sudden and surprising pain often when we stand on something, catch our finger in something or are bitten by an insect or animal. Depending on the degree of pain it may even be shouted or almost screamed.

– Ask students to find the phrases in the conversation and look at them in context to try to deduce the meaning.

• Hurry up! – phrase used to express urgency and may even be shouted or almost screamed.
• Ouch! – exclamation used to express sudden and surprising pain often when we stand on something, catch our finger in something or are bitten by an insect or animal. Depending on the degree of pain it may even be shouted or almost screamed.
Exercise 5
- Students read the conversation again and complete the sentences.
- Check answers as a class.

Answers
2 mean 3 saying 4 I see

Exercise 6
- Read through the phrases for asking for clarification with the class.
- Drill the phrases for sentence stress and intonation.

Exercise 7 (Track 2.8)
- Play the recording for students to find out what the problem is and what solution is suggested.
- Repeat the recording, pausing after each line to check students’ pronunciation.
- In pairs, students act out the conversation.

Answers
The problem is that the water in the river is dangerous. The solution is that Yasmin should swim in a swimming pool instead.

Exercise 8
- Students make their own conversations by replacing the words in purple in Exercise 7.
- Monitor, but do not interrupt fluency until students make mistakes with the use of the words and phrases for asking for clarification.
- Stronger groups or fast finishers can use their own ideas.

Further practice
Workbook pages 38 and 116

Grammar  Modals: possibility

Students are introduced to the modal verbs must, might, could and can’t to talk about possibility. Make sure students understand that:
- can’t is used to express inability to do something (I can’t swim, I can’t swim.), to state that something logically is possible (John can’t have broken the window, he wasn’t here.) and to say that you do not have permission to do something (No, you can’t go out until you have done your homework.).
- must is used to express an obligation (I must study for my exam,) and to state that something logically is not possible (John can’t have broken the window, he wasn’t here.)
- could is used to express an ability in the past (I could ski when I was five.) and to state that something is possibly true, but we are not sure (It could rain later so take your umbrella.).

Exercise 1
- Read the grammar table with students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.
- Check answers as a class.

Answers
1 might, could 2 can’t 3 must

Exercise 2
- Students read the conversation and choose the correct options.
- Check answers as a class.

Answers
2 might 3 can’t 4 must 5 must 6 might

Exercise 3
- Read through the example with students.
- Elicit a second example from the class using the picture of the volcano.
- Students make two sentences for each picture.

Answers
2 It can’t be in Britain. It could / might be in Italy. 3 It could / might be a dolphin or it could / might be a shark.

Extra activity
Play a drawing game with the class to practise talking about possibility. Explain that you are thinking of something and are going to draw it on the board a little bit at a time for students to make sentences. Draw a circle on the board and ask students to speculate about what it is. Let students draw in a small dot in the centre and elicite further sentences, e.g. ‘It can’t be a football’, ‘It could be a wheel’, etc. Continue adding parts of the drawing until students are sure and then elicite the sentence ‘It must be a watch’ before continuing. ‘Is it a watch? Well done!’

Further practice
Workbook pages 39 and 93

5 Look back at the conversation. Complete these sentences.
1 Sorry, I don’t understand.
2 What do you ... ?
3 Are you ... ? what we should call for an ambulance, or keep on walking?
4 Oh, ... ! Thanks.

6 Read the phrases for asking for clarification.

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 Choose the correct options.
A Where’s Poppy?
B She isn’t here. She * could be in her tent, or she * might / can’t be by the river.
A She * must / can’t be in her tent. It’s empty.
B Listen! Someone’s calling from the river. That * must / can’t be her.
A She isn’t calling, she’s screaming. She * must / could be scared.
B You’re right. She * 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?

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

3. Read the article again and put these events in the correct order. Which event didn’t happen?
   a. He sheltered in a snow cave.
   b. He got lost.
   c. He followed ski tracks.
   d. He went to hospital.
   e. He fell over.
   f. He found rescuers.

4. Read the article again. Answer the questions.
   1. Why didn’t Jake’s family help him when he fell over?
   2. At first, what did Jake plan to do?
   3. Why was it dangerous for Jake when it got dark?
   4. Why was his snow cave a good design?
   5. How long was Jake lost on the mountain?
   6. What injuries did Jake have?

Listening

1. Listen to a mountain rescue worker talk about survival programmes on TV. Are the sentences true (T) or false (F)?
   1. They can help people.
   2. They can give people dangerous ideas.
   3. People should copy all the things that they see on them.

2. In pairs, discuss the questions. Give reasons.
   1. Do you ever watch survival programmes on TV? Do you enjoy them?
   2. Do you think the advice on survival programmes is useful?
   3. Imagine yourself in a dangerous situation like Jake’s. Do you think you would survive?

Key Words
- rescue
- blow
- track
- cave
- hole
- ordeal

Exercise 1

1. Draw attention to the title of the article and the photo and ask students what they can see.
2. In pairs, students answer the question.
3. Take feedback as a class.

Exercise 2

1. Students read the article quickly and check their answer to Exercise 1.
2. Make sure students understand not to read in detail at this point.
3. Individually, students answer the questions.
4. Take feedback as a class.

Exercise 3

1. c 2 e 3 a 4 f 5 b
2. Event d didn’t happen.

Exercise 4

1. Individually, students answer the questions.
2. They then check in pairs before checking answers as a class.

Listening

Exercise 1

1. Play the recording for students to listen and take notes.
2. Ask students to discuss the questions.
3. Check answers as a class.

Exercise 2

1. In pairs, students ask and answer the questions.
2. Take feedback as a class.

Extra activity

Individually or in pairs, students write definitions for the words in the Key Words box. Monitor and help with vocabulary and grammar as necessary.

Key Points
- Be prepared to focus on the Key Words, either by pre-teaching them, eliciting their meaning after students have read the text, or through dictionary or definition writing work.
- A cave – a structure, normally curved in shape, with a small entrance, where people can protect themselves from the weather, they occur naturally in mountains or people can make them
- A blow – a verb indicating a strong movement of air from one place to another, often caused by the wind, also the action when we exhale with force, typically to extinguish candles on a birthday cake
- A track – a mark left on the ground by a person or animal when they move, generally only visible when the ground is soft or covered in snow
- A rescue – save someone from a dangerous situation, it can be a verb, a noun and an adjective
- A rescue ordeal – a very traumatic, difficult and frightening experience, normally one which has lasted for a long time
Unit 4 Survive!

Writing Giving instructions

Revision
First – Prepare a ‘live listening’ about a natural disaster which you experienced, including grammar and vocabulary from the unit. This can either be a true personal story which you are happy to share with your students or an invented story based on a real event. Use the following text as an example:

A few years ago I was on holiday in New Zealand. We were looking forward to a really good holiday. The first night, we went to bed, put on our pyjamas and went to sleep. In the middle of the night we suddenly woke up when we felt the bed moving. It was an earthquake! We remembered that if you’re inside when there’s an earthquake, you should run under a table and shouldn’t go outside. So we stayed in our room, under the table and waited. The hotel kept on shaking for a long time, but we got through it and the room finally stopped moving. The police arrived and told us we had to go outside immediately. We couldn’t take anything with us and had to wait in our pyjamas in the street. The earthquake destroyed buildings and burned cars, but fortunately most people survived. It was really frightening.

Second – Students listen and note the key events from your story and put them in the correct order.

Third – Students compare their notes in pairs. Take feedback as a class and ask students if they think the story was true or fake.

Exercise 1
• Read the Writing File with the class.

Exercise 2
• Students read the information leaflet and answer the questions.

Answers
There are six bullet points.
There are three sentences in the longest bullet point.

Extra activity
Write the following questions on the board. Students read the information leaflet again and answer them.

1 How can you find out about earthquakes before they reach you?
2 If you are inside, what should you do to protect yourself?
3 What shouldn’t you do if you are outside?
4 What advice is there for drivers in the text?
5 Why are earthquakes particularly dangerous near the sea?
6 If there is a tsunami warning, where should you go?

Students check in pairs before checking answers as a class.

Exercise 3
• Individually, students match the headings to the advice.
• Check answers as a class.

Answers
1 a 2 c 3 b

Exercise 4
• Draw attention to the pictures and ask students what they can see.
• Explain that students should only make notes at this point or write short sentences.
• Encourage students to ask you for any vocabulary they need.

Exercise 5
• Show students how the example text is divided into three sections. Tell them that they should now organise their notes in the same way under the headings: Before or during an earthquake; After an earthquake.
• Draw students’ attention to the ‘Remember!’ checklist.

Extra activity
Add an extra 10–15 vocabulary items from this unit to the collection of cards. Workbooks closed. Students work in pairs or groups of three. In five minutes they have to write down as many words as they can see. They score one point for each word they remember and an additional point for the correct spelling. Give students five minutes to write down as much vocabulary as they can remember. Check answers and spelling as a class by asking individual students to write words on the board.

Further practice
Workbook page 41

Objects on the walls and turn off the gas or electricity if you are cooking; 3 You shouldn’t stand near buildings, trees or electricity lines; 4 They should drive away from bridges, buildings, trees and electricity lines and stop the car. They shouldn’t leave the car; 5 Because there are sometimes tsunamis after earthquakes; 6 You should run to high ground.

Writing Giving instructions

1 Read the Writing File.

Writing File Giving clear instructions

1 Use headings so people can find the right information quickly.
2 Use bullet points.
3 Keep sentences short.
4 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 point?

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.

5 Write your information leaflet. Use your notes from Exercise 4.
Unit 4 Survive!

Refresh Your Memory!

Exercise 1

Answers
1 mustn’t
2 had to
3 could
4 can
5 should
6 must
7 could
8 didn’t have to

Exercise 2

Answers
1 could / might
2 could / might
3 couldn’t
4 can’t
5 can’t
6 must
7 must
8 could / might

Exercise 3

Answers
1 volcano, erupts
2 Avalanches, bury, survive
3 drought, famine, starve
4 cyclones, destroy
5 disease, spread
6 Tsunamis, earthquakes, floods, die

Exercise 4

Answers
2 the crowd of 4 down
5 forward to 6 out
7 down
8 through
9 off
10 on

Exercise 5 (Track 2.11)

Answers
1 I don’t understand
2 Are you saying
3 I see

Exercise 6 (Track 2.12)

Answers and Audio Script
1 I couldn’t see any signs of an avalanche.
2 We mustn’t run out of water.
3 The cyclone destroyed hundreds of homes.
4 In a drought, people shouldn’t wash their cars.
5 The cloud can’t be from a volcano.
6 The earthquake might start a tsunami.

Extra activity

Revise the phrasal verbs seen on the course so far by creating a mind map:

– Start by writing PHRASAL VERBS in a cloud at the top of the board and drawing up the 15 empty circles.
– Ask students to call out the verbs which they have seen in Units 1 and 4 as part of the phrasal verbs, e.g. get, look, put, run, take, work, and write these in the circles. Ask them if they can remember which prepositions were used with each verb and write these up in rectangles connected up to the verbs by a line.

– Remind students that some verbs are used in more than one phrasal verb, i.e. get, look and run and elic all the possible prepositions for those verbs. Continue until you have all 20 phrasal verbs on the board.

– Tell students that they are now going to think about meaning and words that are commonly used with the phrasal verbs. Draw students attention to look forward to and ask them what the phrasal verb means (anticipate with excitement) and write down things you might look forward to, e.g. the weekend, a holiday. Write these on stems running off from the rectangle ‘forward to’.

– Elicit meanings and additional examples of collocations for some of the other phrasal verbs to check students understand the task.

– Ask students which verbs are opposites (put on and take off) and make sure they understand that these two phrasal verbs will therefore be used with the same set of words.

– Students then work in pairs, revising the meaning of the phrasal verbs and brainstorming vocabulary that collocates with the phrasal verbs and adding it to their diagrams. Give them a time limit of five minutes before collating vocabulary on the board.

(Possible answers are on the mind map)

Unit 4 Survive!

Dictation

Exercise 1

1 I came across Lia in town yesterday.
2 Put a hat. It’ll protect you from sunburn.
3 We’ve run out ... milk. It’s good and buy some more.
4 Calm ... it’s not the end of the world.
5 We’re really looking ... our holiday.
6 He kept walking until he found help.

Exercise 3

1 Rabbits mustn’t be free. I don’t know.
2 That car can’t cost a lot of money. It’s a BMW, very scared. The people near the erupting volcano must feel any French.
3 are only 40.
4 He must have a sister who’s 30. His mum and dad
5 I've lost my bag. It can’t be somewhere at school, every day. Twice a week is enough.
6 can’t

Exercise 6 (Track 2.12)

Answers
1 I don’t understand
2 Are you saying
3 I see

My Assessment Profile Unit 4

Workbook page 130

Culture 3 – Chinese New Year

See Teacher’s Book page 223 and Students’ Book page 124 (for extra reading, discussion and writing work).
Unit 4  Survive!

Real World Profiles

Cultural notes

- Richard Turere is a real person and lives with his family very close to the Nairobi National Park in Kenya. The proximity of their home to the park means that the danger to the Turere family’s cows from lions is much greater than in other regions. Since he was very young Richard has enjoyed playing with electronics and he used this knowledge to develop his ‘lion lights’ system. ‘Lion lights’ are a series of small lights installed around the perimeter of the family farm which point out into the darkness and automatically turn on and off in sequence in order to give the impression that someone with a torch is walking around the farm all night. Thanks to his remarkable achievement, Richard was given a full scholarship to Brookhouse International School, one of the best schools in Kenya.

Language notes

Be prepared to elicit from stronger students or explain yourself the meaning of the following lexical items which appear in the Reading text: conservationists, hope, fence, torch, car battery, solar panel, bulbs, feed.

Exercise 1

- Draw attention to the photos and ask students what they can see.
- Students read Richard’s profile and the article quickly to check.
- Answer: Richard helped his family by making special lights to protect their farm from lions.

Exercise 2  (Page 4)

- Students read the article again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students then work in pairs or small groups, talking about the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Extra activity

- Ask students additional questions related to the topic of the text, e.g.
  1. Why do farmers kill them?
  2. Which invention do you think is the most important to your life?

Answers

1. Farmers kill them to protect their farm animals.
2. There are only 2,000 lions in Kenya now.
3. Because a fence is much too expensive.
4. Because lions are afraid of humans and the lights tricked them into thinking someone was walking around the farm.
5. It was much too expensive.
6. The lights helped the farmers to feed their families and helped the lions to survive.
7. One of Kenya’s best schools offered him a free education.
8. No, it wasn’t.

Extra activity

- Extend the work on the natural world by asking students to research and prepare a poster about an environmental issue which affects their country or region particularly, e.g. global warming, illegal waste disposal, deforestation, animals becoming extinct. Their poster should have two sections: the first one should explain what the problem is, when and how it started, etc., and the second section should propose actions to improve the situation.

Class discussion

- Read through the questions with the class.
- Students then work in pairs or small groups, talking about the questions.
- Monitor, but do not interrupt fluency.
- Take feedback as a class.

Extra activity

- Ask students additional questions related to the topic of the text, e.g.
  1. How do you think he helped his family? Read the article quickly to check.
  2. Why was Richard’s idea a good one? Read the article again.

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. Read the article again. Answer the questions.

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?
4. Compare your life at that age with Richard’s.

Extra activity

- Complete the worksheets, all the Teacher’s Resources are at the end of the unit.
- Check answers as a class.
- Students read Richard’s profile and the article quickly to check.

In this unit you have …
- used the Grammar and Vocabulary worksheets?
- used the Reading and Listening worksheets?
- used the Writing worksheets?
- used the Speaking worksheets?
- used the Unit test?

With the exception of the Speaking and Writing worksheets, all the Teacher’s Resources are at two levels of difficulty:

* For students who need extra help and support
** For students who require an additional challenge