

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

Unit 4 Survive!

Unit contents

Vocabulary

- Natural disasters (nouns) – *avalanche, cyclone, disease, drought, earthquake, famine, flood, tsunami, volcano*
- Natural disasters (verbs) – *bury, destroy, drown, erupt, spread, starve, survive*
- 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*

Grammar

- Modals – ability: *can, can't*; obligation: *must, (don't) have to*; prohibition: *mustn't*; advice: *should, shouldn't*; possibility: *might, must, could, can't*
- Past modals – *could, couldn't, had to, didn't have to*

Communication

- Asking for clarification
- Writing instructions; Giving clear instructions

Pronunciation

- Consonant clusters

Culture 3 – Chinese New Year

Key competences

- Linguistic competence
- Competence in knowledge and interaction with the physical world
- Interpersonal, social and civic competence
- Learning-to-learn
- Autonomy and personal initiative

Vocabulary Natural disasters

Extra activity

Books closed. With stronger groups, brainstorm vocabulary before they open their books. Write the words **NATURAL DISASTERS** on the board and elicit one or two example words, e.g. *flood, earthquake*, from the class. Students then work in pairs brainstorming natural disasters for two minutes. Collate vocabulary on the board and check spelling by asking students to spell the words to you. Ask students some of the possible results of these disasters, e.g. '*Flood – People drown. Property is damaged.*', '*Earthquake – Buildings are destroyed.*' etc. Give students a further two minutes to write down possible results for the disasters. Add these phrases to the board before students open their books and look at the vocabulary in Exercise 1.

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 4 e 5 b 6 f 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

Reading

Revision

First – Write the following word snake on the board:
flood disease sunami famine avalanche volcano drought 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 It's 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's 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.

Cultural notes

- *Cyclone Bhola* hit Bangladesh on 12th November 1970 at over 100 miles per hour and officially killed around 500,000, with another 100,000 people never accounted for. Although it was not one of the strongest cyclones on record, the number of deaths made it one of the biggest natural disasters of the twentieth century.
- *Cyclone Gorky* hit land at nearly 150 miles per hour on 29th April 1991 and was even more violent than *Bhola* had been. Entire villages were destroyed and crops were swept away in a matter of minutes. Despite the massive destruction, the death toll was notably lower due to the construction of shelters. Nevertheless, around 140,000 people were still killed as the warning system failed to give everyone sufficient warning.
- *Cyclone Sidr* reached Bangladesh on 15th November 2007. Thanks to the work of volunteers over 500,000 people were evacuated from the predicted path of the cyclone and safely moved to over 1,500 cyclone shelters spread across the country. In this way the death toll was reduced dramatically although the destruction to property and crops was devastating.

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 (Track 2.5)

- 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

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** 7 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

Unit 4 Survive!

Grammar Modals: ability, obligation, prohibition, advice

Language notes

Students revise the modal verbs *can/can't* to talk about ability, *must* and *(don't) have to* to talk about obligation or lack of it, *mustn't* to talk about prohibition and *should/shouldn'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, *(don't) have 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

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

Answers

- necessary
- not necessary
- a good idea
- possible
- against the rules

Exercise 2

- Students work individually, choosing the correct options.
- Check answers as a class.

Answers

- mustn't
- 3 should
- 4 don't have to
- 5 shouldn't
- 6 can't
- 7 have to
- 8 must

Exercise 3

- Check students understand the task before they start.
- Students work individually, choosing the correct options.
- They then check answers in pairs before checking answers as a class.
- Ask two students to read out the completed conversation.

Answers

- C
- 3 A
- 4 A
- 5 B
- 6 A
- 7 C
- 8 C

Extra activity

Drill the conversation for correct pronunciation. Divide the class in half down the centre. Tell the half on the left that they are going to be Bill and the half on the right that they are going to be his dad. Build up the conversation step by step until students can perform it unprompted. Change over the two groups and repeat the procedure so that both groups have practised both parts. Students then work in pairs, acting out the conversation.

Exercise 4

- Read through the example with students.
- Elicit a second example from the class using *I have to phone Lucy*.
- Students write sentences, changing the underlined words for modals.

Answers

- I must phone Lucy.
- You don't have to pay for the food.
- We mustn't use our mobile phones in class.
- He has to visit his granny this weekend.
- People shouldn't eat lots of sweets.
- She can come shopping on Saturday.

Extra activity

Stronger groups or individual students think of a place and write six sentences for that place using *can*, *can't*, *must*, *mustn't*, *have to*, *don't have to*, *should* and *shouldn't*, e.g. a library – 'You can get books here and you don't have to pay.', 'You mustn't write in the books.' and 'You have to return the books after two or three weeks.' Monitor and point out errors for students to self-correct. Ask some students to read out their sentences without telling the class what the place is. The rest of the class have to guess where the sentences are about.

Exercise 5

- Students work in pairs, discussing the rules and advice. Remind students to use the modals they have learned in this lesson.
- Monitor and help with vocabulary, but do not interrupt fluency unless students make mistakes with the modal verbs.

Further practice

Workbook pages 36 and 92–93

Past modals

Language notes

Students are introduced here to the modals *could/couldn't* to talk about ability in the past and (*didn't*) *have to* to talk about obligation in the past. Check students understand that we can't use the modal verb *must* to talk about obligation in the past, we can only use *have to*. Remind students that *have to*, unlike *could*, is not technically a modal verb and therefore forms the negative in the past with *didn't*. As with the present, the negative form *didn't have to* indicates something which was not necessary, and not a negative obligation.

Exercise 6

- Read the grammar table and the 'Watch Out!' section with the students.
- Students work individually, completing the rules and referring back to the grammar table where necessary.
- Check answers as a class.

Answers

- 1 could, couldn't
- 2 had to, didn't have to

Exercise 7

- Students rewrite the sentences using the past tense.
- They then check answers in pairs before checking answers as a class.

Answers

- 2 Could you see the avalanche?
- 3 They didn't have to help us.
- 4 He had to be careful.
- 5 We 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.' etc. 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 how their lives are different now, e.g. 'When I was three I had to go to bed very early, but now I can go to bed whenever I want.', 'I didn't have to do homework when I was three, but now I have to do two hours homework every day.' etc.

Further practice

Workbook pages 36 and 92–93

Vocabulary Phrasal verbs 2

Language notes

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 (Track 2.6)

- 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

- 2 calm down d
- 3 come across i
- 4 get through f
- 5 keep on a
- 6 look forward to g
- 7 put on b
- 8 run out of h
- 9 take off c
- 10 work out j

Exercise 2

- Students complete the sentences.
- They then check in pairs before checking answers as a class.

Answers

- 1 get through
- 2 break down, ran out of
- 3 Keep on, work out
- 4 looking forward to
- 5 Take off, put on
- 6 came across

Exercise 3

- In pairs, students write a short conversation using six of the phrasal verbs.
- Monitor and point out errors for students to self-correct.
- Ask some pairs to read their dialogues 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

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 down | 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

Chatroom Asking for clarification

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!



Chatroom Asking for clarification

Revision

First – Write the following sentences on the board:

- 1 Our new car broke to going skiing in the mountains on Saturday.
- 2 It was very cold last night so I put across this one of you.
- 3 I was looking at photos last night when I came on my winter clothes.
- 4 I'm really looking forward down while we were driving to the concert.
- 5 My sister keeps of time and I don't think I can finish my project for tomorrow.
- 6 I'm running out on shouting at me, but I haven't done anything wrong.

Second – Tell students that the sentences have got mixed up. They need to break each sentence into two pieces and reorganise them to make six logical sentences. Students work in pairs, solving the puzzle.

Third – If students find the activity difficult, show them where the break is in each sentence. Check answers as a class. *(Answers: 1 Our new car broke down while we were driving to the concert.; 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 across this one of you.; 4 I'm really looking forward to going skiing in the mountains on Saturday.; 5 My sister keeps on shouting at me, but I haven't done anything wrong.; 6 I'm running out of time and I don't think I can finish my project for tomorrow.)*

Speaking and Listening

Extra activity

Draw students' attention to the photo and ask who they can see. Elicit the names of the characters *(from left to right: Holly, Yasmin and Archie)* and ask them who is missing *(Fraser)*. In pairs, students brainstorm everything they remember about the characters from the Starter Unit and Units 1–3. Feedback as a class. *(Possible answers: The characters all live in Freston and go to the same school; Archie is good fun, but is sometimes a bit selfish, does judo after school, is in a drama club, thinks Freston is really boring, is very bad at frisbee; Fraser is shy, but very generous, is clever, plays football, is in a drama club; Holly is Yasmin's cousin, does judo after school, is in a drama club; Yasmin is Holly's cousin, is confident and talkative, does a lot of dancing, loves fashion and hip hop music, her mum set up her own business as a garden designer)*

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 (Track 2.7)

- Play the recording for students to listen, read and check their answers to Exercise 1.
- Check answers as a class.

Answers

- 1 They are walking in the country.
- 2 Holly has hurt her foot. (She has been bitten by a snake.)
- 3 Yasmin is talking to a doctor.

Exercise 3 (Track 2.7)

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

Answers

- 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.

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.

Say it in your language ...

 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 tell people to move more quickly or get ready to do something faster. Often suggests that the speaker is frustrated because the other people are making them wait or causing them to be late. You might use it in class if your students arrive late and, despite not arriving on time, are slow to sit down, get their books out of their bags and get ready to start the class.

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 unless 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

Language notes

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.*'), to state that something logically is not 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 true ('*It must be cold outside, people are wearing coats and hats.*')
- *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

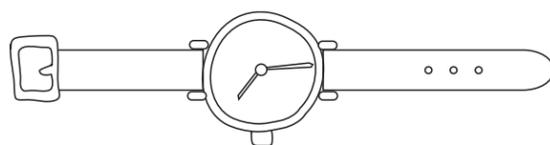
- Read through the example with students.
- Elicit a second example from the class using the picture of the volcano.
- Students make two sentences for each picture.

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 *can't*, *could* or *might* be, e.g. '*It can't be a book.*', '*It might be a football.*', etc. Draw a small dot in the centre and elicit 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 elicit the sentence '*It must be a watch.*' before confirming '*It is a watch. Well done!*'



Students play the game in small groups. Encourage them to make as many sentences as possible with the modal verbs of possibility.

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 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 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*.

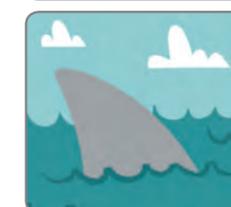
- 1 Who is this? Callum and Luke both like surfing.
It might be Callum.
It could be Luke.



- 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

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?

- 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?

Unit 4 Survive!

Reading

Cultural notes

- Jake Denham* is a real person and his remarkable survival story was widely reported in the press in early January 2011. He is from Portland, Oregon, in the USA. On New Year's Eve 2010 he was skiing on Mount Bachelor near his home when he lost one of his skis and was forced to take shelter on the mountain for nine hours. Using techniques he had seen on survival programmes he was able to protect himself from the bitter cold and was ultimately rescued in the early hours of New Year's Day 2011.

Exercise 1

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

Exercise 2

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

Answer

Jake watched a lot of TV programmes about surviving in difficult situations and they saved his life.

Key Words

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.

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

hole – an empty space made in something, it can be very small in, for example, an item of clothing, or very large, as in the hole in the ozone layer

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

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

rescue – save someone from a dangerous situation, it can be a verb, a noun and an adjective

ordeal – a very traumatic, difficult and frightening experience, normally one which has lasted for a long time

Exercise 3 (Track 2.9)

- Students read the text again, put the events in the correct order and identify which one didn't happen.
- If you wish, play the recording for students to listen and read.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

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

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.

Exercise 4 (Track 2.9)

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

Answers

- He planned to walk down the mountain.
- Because he was a long way from any shelter and it was very cold.
- Because he pointed it up the hill so the wind couldn't blow into it.
- He was lost on the mountain for nine hours.
- He didn't have any injuries.

Listening

Exercise 1 (Track 2.10)

- Play the recording for students to decide if the sentences are true or false.
- Check answers as a class.

Answers

1 True 2 True 3 False

Audioscript

See Teacher's Book page 228

Listening Bank

See Teacher's Book page 217 and Students' Book page 119

Exercise 2

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

Further practice

Workbook page 40

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 buried 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 false.

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 points.

Extra activity

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

- How can you find out about earthquakes before they reach you?
- If you are inside, what should you do to protect yourself?
- What shouldn't you do if you are outside?
- What advice is there for drivers in the text?
- Why are earthquakes particularly dangerous near the sea?
- If there is a tsunami warning, where should you go? Students check in pairs before checking answers as a class.

(Answers: 1 From organisations that send free warnings by text message.; 2 You should hide under a strong table or desk, keep away from windows and heavy

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.)

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 *Be prepared*, *In the desert* and *Afterwards*.
- Draw students' attention to the 'Remember!' checklist.

Extra activity

Add an extra 10–15 vocabulary items from this unit to the collection of Word Cards.

Revise all the vocabulary by playing a **memory game**. Books closed. Students work in pairs or groups of three. In five minutes they have to write down as many words as they can from the collection of cards. 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

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?

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.

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

- Avoid the problem
 - Reduce the danger
 - 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.

Be prepared




In the desert




Afterwards




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.

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

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

Vocabulary Review

3 Complete the sentences.

- A *volcano* often produces ash when it e....
- A.... happen in the mountains. If they b.... you in snow, it's very difficult to s....
- If it doesn't rain for a long time, there's a d.... and sometimes there's a f...., too. Many people s....
- A c.... is a very strong wind that can d.... houses.
- You should stay in bed if you have a serious d.... which you might s.... to other people.
- 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	

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

Speaking Review

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

Are you saying I see!	I don't understand. 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 Listen and write in your notebook.

My assessment profile: Workbook page 130

Unit 4 Survive!

Refresh Your Memory!

Exercise 1

Answers

- 2 *mustn't* 3 *had to* 4 *can* 5 *should* 6 *couldn't*
 7 *don't have to* 8 *could* 9 *must* 10 *have to*
 11 *shouldn't* 12 *didn't have to*

Exercise 2

Answers

- 2 *could* / *might* 3 *could* / *might* 4 *can't* 5 *can't*
 6 *must* 7 *must* 8 *could* / *might*

Exercise 3

Answers

- volcano*, erupts
- Avalanches, bury, survive
- drought, famine, starve
- cyclone, destroy
- disease, spread
- Tsunamis, earthquake, floods, die

Exercise 4

Answers

- 2 on 3 out of 4 down 5 forward to 6 out 7 down
 8 through 9 off 10 on

Exercise 5 (Track 2.11)

Answers

- 2 I don't understand 3 Are you saying 4 I see

Exercise 6 (Track 2.12)

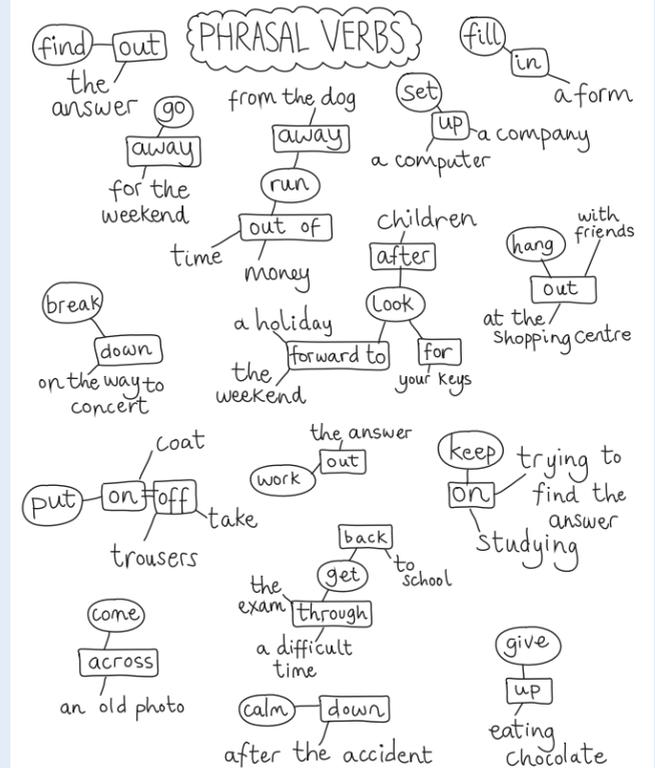
Answers and Audioscript

- I couldn't see any signs of an avalanche.
- We *mustn't* run out of water.
- The cyclone destroyed hundreds of homes.
- In a drought, people *shouldn't* wash their cars.
- The cloud *can't* be from a volcano.
- 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. Check students remember that phrasal verbs are verbs which are followed by a preposition and that this gives the verb its very specific meaning.
 – 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 elicit 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 what sort of 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)



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).

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 find out how Richard helped his family.
- Check answers as a class.
- If you have a world map available, ask students where Kenya is.

Answer

Richard helped his family by making special lights to protect their farm from lions.

Exercise 2 (Track 2.13)

- Students read the article again and answer the questions.
- If you wish, play the recording for students to listen and read.
- Students check in pairs before you check answers as a class.
- Elicit from stronger students or explain yourself the meaning of any new vocabulary.

Answers

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

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.
- Ideally the class discussion activity should be completed in English but you may want to support weaker students with some L1, if appropriate.

Extra activity

Ask students additional questions related to the topic of the text, e.g.

- What are the positive and negative aspects of tourism to places like Kenya?
- Would you like to live and work with animals? Why? / Why not?
- Have you ever invented anything? What was it? Was it a useful invention?
- What qualities do you think you need to be an inventor?
- Which invention do you think is the most important to your life?

In this unit have you ...

... used the Grammar and Vocabulary worksheet?
 ... used the Reading and Listening worksheet?
 ... used the Writing worksheet?
 ... used the Speaking worksheet?
 ... 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

Real World Profiles

Richard Turere's Profile



Age: 13 Home country: Kenya

My favourite things ...

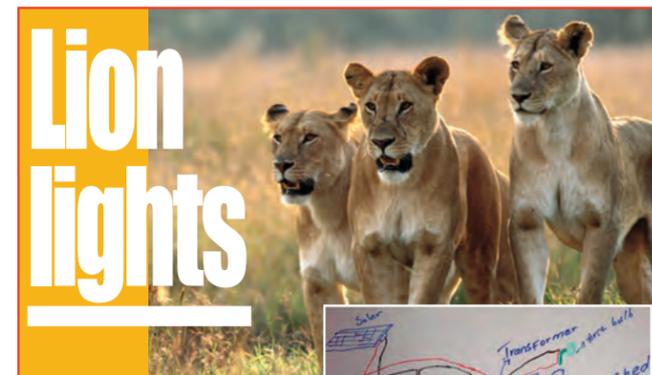
helping my family, inventing things

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?



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.