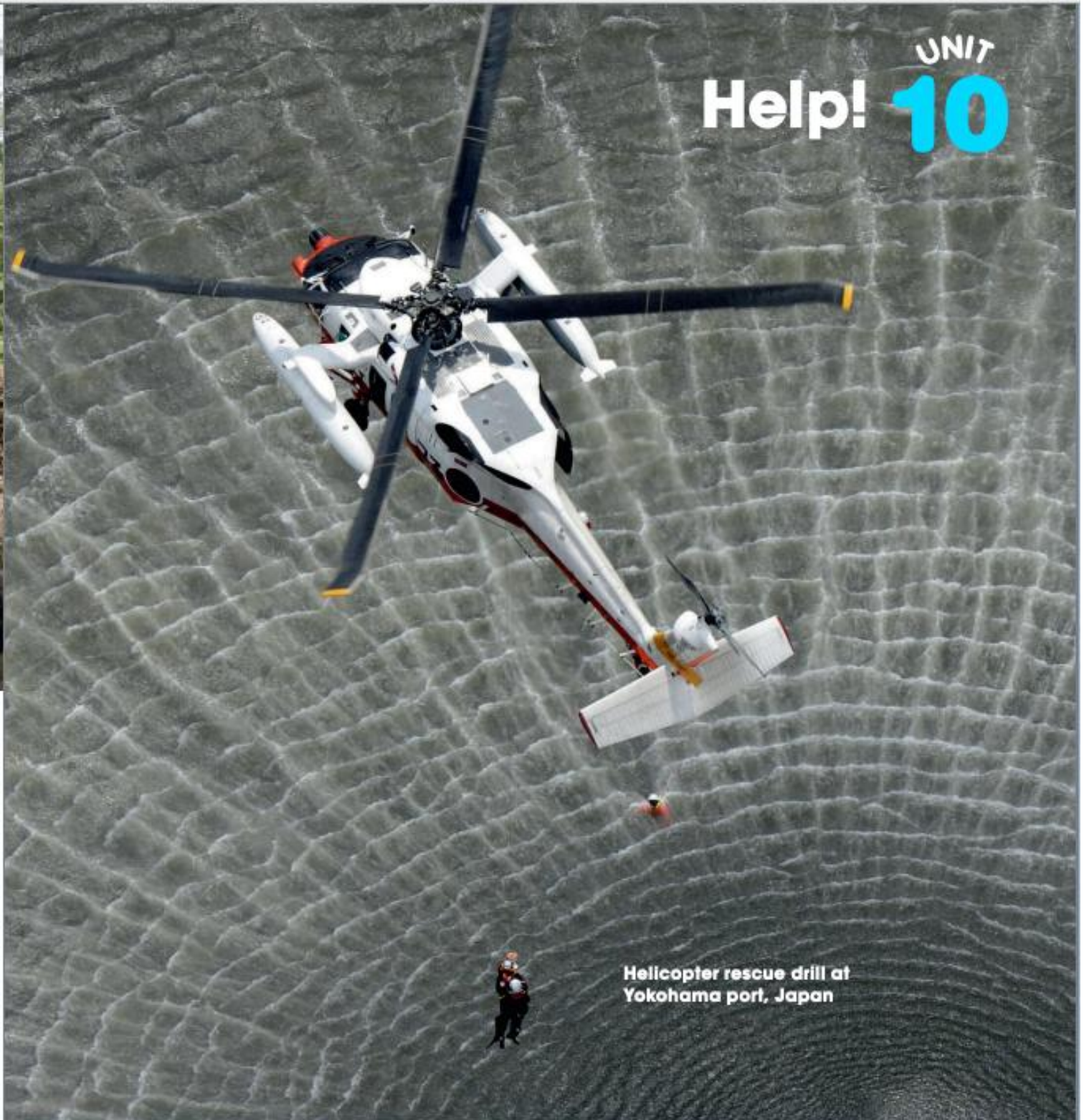


# UNIT Help! 10



Helicopter rescue drill at  
Yokohama port, Japan

**Look at the photo. Discuss the questions.**

1. What's happening in the photo?
2. Would you like to do this kind of work? Why? / Why not?
3. What kind of person do you need to be to do this kind of work?

# LESSON 1 Vocabulary

1 Listen and repeat. TR: 71



bandage



Band-Aid™



compass



first aid kit



fog, foggy



whistle

2 Listen and read. TR: 72

**Mountain rescue teams** help people who are walking or climbing in the mountains. The weather can change very quickly in the mountains: sometimes there are bad **storms** and people get lost or **fall down** and need help. If someone **breaks** an arm or a leg, the mountain rescue team will call a helicopter. If someone isn't badly hurt—for example, if they **cut** their hand—the mountain rescue team will help them to walk safely back down the mountain.

3 Complete the sentences with the words from the box.

bandages    Band-Aid    broke    cut  
fell down    first aid kit    foggy    storm

- I always take a \_\_\_\_\_ when we go camping—it has medicine for coughs and colds and some \_\_\_\_\_ in it.
- Do you have a \_\_\_\_\_? I \_\_\_\_\_ my hand.
- The path was very icy, and my sister \_\_\_\_\_ and \_\_\_\_\_ her right arm.
- There was a big \_\_\_\_\_ last night, and a tree fell onto our roof.
- It's very \_\_\_\_\_ outside. I can't see a thing.

**VALUE** Stay safe.  
*Workbook, Lesson 6*

4 Listen to the report about the Lochaber Mountain Rescue team. Complete the advice. TR: 73

Possible problem	Advice
The weather gets colder or foggy.	Put a <sup>1</sup> _____ in your backpack. Wear walking <sup>2</sup> _____.
Your phone doesn't work.	Take a <sup>3</sup> _____.
You get lost and it's dark.	Use a <sup>4</sup> _____ and a <sup>5</sup> _____.
You get hurt.	Put a <sup>6</sup> _____ in your backpack.

5 Work in pairs. Think of two more pieces of advice for staying safe in the mountains. Then compare your ideas with another pair.

You should bring a water bottle.

That's a good idea!

Ben Nevis mountain, Scotland, UK

# Grammar LESSON 2

1 Study the grammar box.

### may, might, could for possibilities

We use *may, might, and could* + verb to show that something is possible now.

*Don't touch that! It **may be** dangerous.*

We also use *may, might, and could* to show that something is possible in the future.

*It **might get** colder later.*

*You **could get** lost in the dark.*

We use *will* when we are more certain about something in the future.

*You'll **see** a great view from the top of the mountain.*

2 Complete the sentences with *may, might, could, or will* and the verbs in parentheses.

- The sun goes down at seven o'clock, so it \_\_\_\_\_ (be) dark at eight.
- It \_\_\_\_\_ (rain) this afternoon, but there aren't any clouds in the sky now.
- We had a big breakfast, but we \_\_\_\_\_ (feel) hungry later. What do you think?
- I put an umbrella in my backpack, so I \_\_\_\_\_ (not get) wet.
- We \_\_\_\_\_ (walk) for a long time, or we \_\_\_\_\_ (take) the shorter route. We haven't decided yet.

3 Work in pairs. Look at the photos. Guess what they are. Use *may, might, or could*.

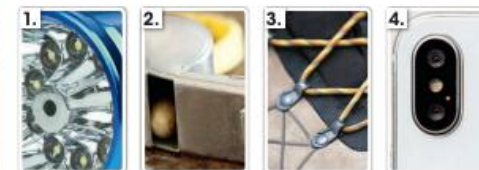


Photo 1 might be a water bottle.

### 3 Reading

- 1 Look at the title of the text. What do you think a "flying doctor" is? When do people need to use flying doctors?
- 2 Listen and read. TR: 74

#### Flying Doctors

Dr. Ola Orekunrin is a British-Nigerian doctor. She went to college to study medicine when she was just fifteen years old. When she was twenty-one, she became the youngest doctor in England.

When she was still a student, something very sad happened. Her twelve-year-old sister was visiting family in Nigeria. She became very sick and she needed special medicine. The roads are not very good in Nigeria, and an **ambulance** couldn't reach her. She had to get to a hospital very quickly. Ola tried to find a "flying doctor" service for her sister. "Flying doctors" use helicopters or planes to visit sick people and take them to the hospital. But there was no flying doctor service in West Africa. Ola's sister died because she didn't

get to the hospital quickly enough.

After her sister's **death**, Ola wanted to help other sick people in Nigeria. She left the UK and moved to Nigeria where she started a flying doctor service for West Africa. It's called Flying Doctors Nigeria. They have twenty planes and helicopters and more than forty doctors. Today, if you have to go to the hospital quickly in Nigeria, you can call Ola's flying doctor service. They have helped hundreds of **patients** in West Africa.



**New words:** ambulance death patient

#### 3 Read again. Write T (true) or F (false).

1. Ola left college when she was fifteen years old.
2. An ambulance took Ola's sister to the hospital in Nigeria.
3. Nigeria didn't have a flying doctor service when Ola's sister became sick.
4. Ola moved to Nigeria because she wanted to be with her sister.
5. Flying Doctors Nigeria has helped many sick people.

#### 4 Work in pairs. Imagine you want to help people in your country. Who do you want to help? How can you help them?

Plane over Nigeria, West Africa

### Grammar 4

#### 1 Study the grammar box.

##### have to and don't have to

We use *have to* / *has to* + verb to show that something is necessary.

*She broke her arm. She **has to go** to the hospital.*

We use *don't have to* / *doesn't have to* + verb to show that something is not necessary.

*I cut my hand, but I **don't have to go** to the hospital because it's not very bad.*

##### had to and didn't have to

We use *had to* / *didn't have to* + verb to show that something was or wasn't necessary in the past.

*She was very sick and her friend **had to call** an ambulance.*

*I wasn't badly hurt. I **didn't have to call** an ambulance.*

#### 2 Complete the text. Use one word in each blank.

Do you want to be a flight nurse for the Royal Flying Doctor Service in Australia? You <sup>1</sup> have to work very hard to do this job, but many nurses love it because they <sup>2</sup> \_\_\_\_\_ have to do the same thing every day—there are always different places to visit and different people to help. For example, yesterday morning, the Royal Flying Doctor Service <sup>3</sup> \_\_\_\_\_ to fly to Aurunkun. They picked up a girl with a broken arm and took her to the hospital. In the afternoon, they flew to a sick boy. They gave him some medicine, and he <sup>4</sup> \_\_\_\_\_ have to go to the hospital. Of course, to be a flight nurse you have <sup>5</sup> \_\_\_\_\_ love being on a plane, but you don't <sup>6</sup> \_\_\_\_\_ to fly the plane—the pilot does that job!

#### 3 Complete the sentences with (don't / didn't) have to / had to and the verbs in parentheses.

1. I \_\_\_\_\_ (go) to the doctor yesterday because I cut my leg.
2. There's a good hospital in this town, so we \_\_\_\_\_ (call) the flying doctors service.
3. Omar feels much better now, so he \_\_\_\_\_ (stay) in bed.
4. I wanted to be a doctor, so I \_\_\_\_\_ (study) medicine for five years.
5. We \_\_\_\_\_ (go) to the hospital because the doctor came to our house.
6. Agata is sick. She \_\_\_\_\_ (take) this medicine every day for two weeks.

#### 4 Work in pairs. Complete the sentences with your own ideas. Then compare your answers in pairs.

1. I have to...every morning during the week, but I don't have to... on the weekend.
2. In our English class, we have to... but we don't have to...
3. When I was five years old, I didn't have to...
4. Last weekend, I had to...

I have to get up at seven o'clock every morning during the week.

## LESSON 5 Song

- 1 In Lessons 3 and 4 you learned about flying doctors. Can you think of any other ways for ambulances to reach sick people?
- 2 Listen and read. TR: 75
- 3 Listen and act. TR: 76
- 4 Listen and sing. TR: 77 and 78

### It's an Emergency!

Chorus

Help! Help! It's an emergency!  
Call an ambulance right away!  
Help! Help! It's an emergency!  
We have to get help today!

I live in Venice, by the water.  
There aren't any cars at all.  
If you need a paramedic,  
it's a boat you have to call.

Chorus

I'm on a farm in Australia.  
We're far from any town.  
If someone gets sick here,  
the flying doctor comes around.

Chorus

I'm in a market in Pakistan.  
The traffic is really slow.  
A motorcycle ambulance  
is the quickest way to go.

Chorus

I live in the city of London  
with buses and taxis and cars.  
A paramedic on a bike  
will get there no matter how far.



An ambulance boat in Venice, Italy

#### GLOSSARY

**emergency** a sudden, dangerous situation  
**paramedic** a job; this person helps people who are sick or hurt

## Writing A Newspaper Story

LESSON 6

- 1 Read the newspaper story. Circle the best headline (1, 2, or 3).
- 2 Read the information in the box. Then rewrite sentences 1-3 as headlines.

1. Paramedics Find Six-Year-Old Boy in Ambulance
2. Six-Year-Old Boy Calls Ambulance to Help Mother
3. Paramedics Give Juice and Snacks to Sick Boy

A six-year-old boy from Alberta, Canada, got a special award today from Alberta Health's Emergency Medical Services. Ronan was at home with his mom, Denise, when she became sick. Denise is diabetic, and this means that sometimes she needs sugar very quickly. Ronan called the emergency number, 911, and Denise tried to talk to them. However, she couldn't speak because she was so sick. So Ronan spoke to them. "I need an ambulance because my mom is diabetic," he said. Although he is young, he remembered his address and telephone number. Then he gave his mom a snack and some juice.

When the ambulance arrived at their house, Denise was already beginning to get better because of Ronan's help.

"I'm very proud of my son!" said Denise.



Denise and Ronan

When we write headlines for newspaper stories, we:

- use the simple present
- leave out *a/an* and *the*.

*A ten-year-old girl has learned to fly a plane.*  
→ *Ten-Year-Old Girl Learns to Fly Plane*

1. A doctor has opened a hospital in Nigeria.
2. A cat helped a young child in a river.
3. A man got lost in the mountains.

- 3 Writing Skill Linking words

a. Read the information in the box.

We use *however* and *although* to link ideas that are different. We use *although* to make two sentences into one sentence.

*The traffic was bad. The ambulance was quick.*

**Although** the traffic was bad, the ambulance was quick.

We put *however* at the beginning of a new sentence.

*The traffic was bad. However, the ambulance was quick.*

b. Rewrite sentences 1-3 with **although** and **however**.

1. The boy was tired. He ran very fast.  
Although the boy was tired, he ran very fast.  
The boy was tired. However, he ran very fast.
2. The man had a flashlight. He didn't see the rock.
3. The hospital was busy. The doctor saw us quickly.

- 4 Write a newspaper story about something that happened at your school or in your town. Write a headline and use linking words.



**7 Video**

**1** What's happening in this photo? Work in pairs and describe what you can see. What other emergency services do you remember from this unit?

**2** Watch the video. Circle the correct words. Video 12

1. A fire safety house shows *children* / *firefighters* how to stay safe in a fire.
2. The firefighter gave advice about what to do if there's a fire *at home* / *at school*.
3. The paramedics showed the children *a hospital* / *an ambulance*.

**3** Watch the video again. Write T (true) or F (false). Video 12

1. Last year, the children at AJ's school went on a school trip to a fire safety house.
2. There was a stove in the fire safety house.
3. The emergency number for an ambulance in Italy is 112.
4. Emilia put a bandage on one of the paramedics.

**4** Work in groups. Discuss the questions.

1. Have you ever broken a bone?
2. What do ambulances look like in your country?
3. What number do you dial to call emergency services?
4. Do you know what to do during a fire drill at school?

**Function 3: Making plans**

**Checking if someone is free**

Are you free on Saturday morning?  
Do you want to watch a movie tomorrow?

**Responding**

Yes, I am. / Sorry, I'm visiting my aunt then.  
I'd love to! / I'm sorry, I'm busy tomorrow.

**Planning a time and a place**

When/Where should we meet?  
Why don't we meet at three o'clock outside the movie theater?  
I'll see you in the café at a quarter past four.

**Time**



two o'clock



a quarter past two



two thirty



a quarter to two

**1** Listen and complete. TR: 79

**Yasmina:** Hi Nadia. Are you free <sup>1</sup>\_\_\_\_\_?

**Nadia:** Sorry, <sup>2</sup>\_\_\_\_\_ with Rana then.

**Yasmina:** What about <sup>3</sup>\_\_\_\_\_?

**Nadia:** No, I'm sorry. I have a <sup>4</sup>\_\_\_\_\_. But I'm free on Sunday!

**Yasmina:** Great! Do you want to come to my house? I have a <sup>5</sup>\_\_\_\_\_. We can play that and then you can have lunch with us.

**Nadia:** Yes, thank you, I'd love to. What time should I come?

**Yasmina:** Why don't we meet at <sup>6</sup>\_\_\_\_\_ at the park? Then we can buy some food <sup>7</sup>\_\_\_\_\_ by the park and walk back to my house.

**Nadia:** Great idea! I'll see you <sup>8</sup>\_\_\_\_\_ then.

**2** Listen, check, and repeat. TR: 80

**3** Work in pairs. Take turns to make a plan for next weekend.

Plan 1	Student A	Student B
<b>When:</b>	Saturday morning	play a soccer game
<b>Another day:</b>	Sunday afternoon	✓
<b>Activity:</b>	go to the movies	✓(where/when?)
<b>When and where:</b>	3:30 outside the movie theater	✓

Plan 2	Student B	Student A
<b>When:</b>	Friday afternoon	have a guitar lesson
<b>Another day:</b>	Saturday afternoon	✓
<b>Activity:</b>	play badminton	✓(where/when?)
<b>When and where:</b>	4:15 at the sports center	✓

Are you free on Saturday morning?

Sorry, I have a soccer game.

## Patagonia National Park

Patagonia National Park is a new national park in Chile. This new park has glacial lakes and rivers, mountains, hills and rocks, thick forest, and grassland. Guanacos (a type of llama) live on the grasslands, as well as foxes and pumas. There are also some amazing and very big birds, including condors, flamingos, and rheas (a type of ostrich). People come to the park to go hiking and mountain biking, look at the beautiful scenery, and watch the animals and the birds. There are also three campsites at the park, so you can stay there for a few days.



Marty Schnure and Ross Donihue are cartographers and National Geographic Explorers.

**1** In the video, Marty and Ross are making an interactive map of Patagonia National Park. What do you think an interactive map is? Work in pairs and discuss your ideas. Then watch the video and check. Video 13

**2** What do Marty and Ross do in the park? Check (✓) the activities you hear. Video 13

- |  |   |
|--|---|
| <input type="checkbox"/> explore the park  | <input type="checkbox"/> cross rivers and streams |
| <input type="checkbox"/> feed the animals  | <input type="checkbox"/> drive through the forest |
| <input type="checkbox"/> swim in the lakes | <input type="checkbox"/> take photographs         |
| <input type="checkbox"/> walk up hills     | <input type="checkbox"/> meet tourists            |

**3** Work in pairs. Discuss the questions.

1. Imagine you can spend a few days in Patagonia National Park. What do you want to do and see there?
2. Are there any national parks in your country? What do you know about them?
3. When you visit a national park, you have to follow some rules. What activities do you think are NOT allowed in national parks?

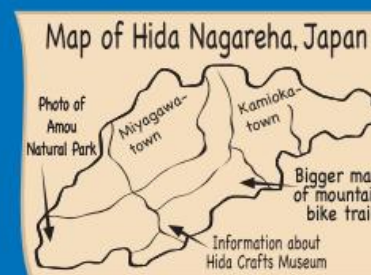
## 4 PROJECT

### Design an interactive map.

Make a plan for an interactive map of your area. Think about what you want to include in your map—for example,

- photos, videos, and sound
- facts
- interesting buildings
- animals, birds, and plants.

Present your plan to the class.



## Review 5: Units 9–10

- 1** Work in pairs. Look at the pictures and take turns describing the story. Use the words in the box to help you.

Band-Aid    blow a whistle    cut    first aid kit    foggy    hill    rescue team    stone    stream



One day, Kim and Ella went for a walk...

- 2** Make first conditional sentences with the verbs in parentheses.

- If you \_\_\_\_\_ (not/eat) your lunch, you \_\_\_\_\_ (be) hungry this afternoon.
- If you \_\_\_\_\_ (fall) into the river, you \_\_\_\_\_ (get) wet!
- What \_\_\_\_\_ (you/do) if it \_\_\_\_\_ (be) hot and sunny tomorrow?
- \_\_\_\_\_ (he/go out) tonight if he \_\_\_\_\_ (not/finish) his homework?
- If I \_\_\_\_\_ (cut) my hand, I \_\_\_\_\_ (put) a Band-Aid on it.
- Who \_\_\_\_\_ (you/call) if you \_\_\_\_\_ (get) lost?

- 3** Circle the correct words.

- They *might* / *will* visit their aunt tomorrow. They haven't decided yet.
- When my aunt was a child, she *had to* / *has to* help with a lot of jobs on her parents' farm.
- A: Who's that girl?  
B: I'm not sure. She *could be* / *is* Pete's sister.
- If I don't have enough money, I *might* / *won't* buy these jeans.
- She went to bed late last night, so she *may* / *won't* feel tired today.
- I *didn't have to* / *had to* go to school last week because it was a vacation week.
- It *will* / *could* be very cold outside—there's a lot of snow and ice on the ground.
- We *had to* / *have to* stand up when a teacher comes into the classroom.