

4

Land and ocean

Unit objectives

To talk about and compare geographical features

Target language: *Angel Falls are higher than Iguazu Falls. The Amazon is wider than the Parana.*

La Rinconada is the highest city on Earth. The Amazon is the largest rainforest.

Grammar: comparative form with short adjectives; superlative form with short adjectives

Key vocabulary: *desert, lake, mountain, ocean, rainforest, river, waterfall*

Materials: map of the world or a globe

Lesson 1

Grammar start Student's Book, pages 24–25

Warm up

- Elicit the names of the seven continents and write them as column headings on the board (Europe, Africa, Asia, Australia, North America, South America, Antarctica). Students brainstorm names of countries they know in English. Invite students to write the countries in the correct column and point them out on a map or globe (see Materials).

1 Listen, say, and point.

- Students look at the pictures. Elicit the topic (geography) and any vocabulary students know in English.
- Play Track 15. Pause after each word. Students repeat the word and point to the corresponding picture.
- Elicit any geographical features students know about in any of the countries/continents on the board: *In Brazil, there is a rainforest.*

Track 15

desert, lake, mountain, ocean, rainforest, river, waterfall

- Play Track 16. Students listen and point to the corresponding picture.

Track 16

ocean, waterfall, rainforest, desert, lake, mountain, river

2 Read and listen. What countries are the places in?

- Read out the title and ask which continent the text is about (*South America*). Elicit which countries students know in South America.
- Point to each picture and elicit what geographical feature they show (*waterfalls, deserts*). Draw attention to the facts by saying the information in sentences: *Angel Falls are 979 meters high and 107 meters wide. The temperature in the Atacama Desert is 25 degrees Celsius.*
- Play Track 17. Students follow the text and listen for any words from the vocabulary panel (*desert, and falls* — the shorter form of *waterfall*).
- Ask: *What countries are the places in?* Play the first part of the track again. Students read and listen for the answer (*Venezuela, Brazil, Argentina*).
- Repeat for the second part of the track (*Chile, Argentina*).

Track 17

Natural wonders of South America

Angel Falls are in Venezuela. Iguazu Falls are in Brazil and Argentina. Angel Falls are higher than Iguazu Falls. Iguazu Falls are wider than Angel Falls.

The Atacama Desert is in Chile. The Patagonian Desert is in Argentina. The Atacama Desert is hotter than the Patagonian Desert. It is also drier than the Patagonian Desert.

3 Read and complete.

- Read out the first statement. Explain that the comparative adjective means *more ... than*. To illustrate the meaning, invite two students to stand up and compare their height using *tall*: *Max is taller than Laura.*
- Read out the first example, pointing out *are* and *higher than*. Refer students back to the information about the height of the waterfalls on page 24 so they can check the sentence is correct.
- Repeat with the remaining example.
- Read the first rule for the formation of the comparatives and point to the ending of *colder*. Elicit which sentence has an adjective that follows this rule (*Angel Falls are higher than Iguazu Falls*). Students write in the answer (*high* → *higher*).
- Repeat with rules 2–4.

Answers

- 1 higher 3 hotter
2 wider 4 drier

If students' L1 always forms comparatives by adding *more* instead of a suffix, reinforce the use of the *-er* ending.



EXTRA ACTIVITY Divide the class into pairs. Students think of other short adjectives and work out the comparative form: *short, shorter; wet, wetter*.

4 Complete the sentences with the comparative form of the adjective.

- Read out the first sentence. Students find the example in the grammar box and decide which rule the adjective *big* follows (*rule 3*). Draw students' attention to the double *g*.
- Students complete the exercise using the examples and rules in the grammar box.
- Write the adjectives *deep, long, wide, hot, dry* on the board. Invite volunteers to write their comparative forms.

Answers

- a bigger c longer e hotter
b deeper d wider f drier

EXTENSION On the board, write adjectives in two columns: Column 1 – *long, big, hot, dry, high*; Column 2 – *wet, small, short, low, cold*. Students match the opposites in their notebooks. They then use the comparative form to describe the words in the vocabulary panel: *A desert is drier than a rainforest. An ocean is bigger than a lake.*

Lesson 2

Grammar practice Student's Book, pages 26–27

Warm up

- Brainstorm short adjectives and write them on the board. Write the word *ocean* and elicit which adjectives can describe an ocean (*big, deep, cold...*).

1 Look at the chart. Write the words in order.



This exercise encourages thinking skills as students have to extract and compare data from a chart as well as making a grammatically correct sentence.

- Point to the chart and read out the names of the four oceans. Ask students if they know where they are in the world. Point them out on a map or a globe (see Materials).

- Elicit an adjective for each of the three topics, giving students the English word, if necessary (surface – *big, small*; depth – *deep*; temperature – *hot, warm, cold*). Draw students' attention to the data: *30% is bigger than 21%*.
- Read out the first sentence. Students check that the sentence is true by reading the data in the chart (*Pacific = 30% of Earth's surface, Atlantic = 21%*).
- Students read the second sentence and find the adjective (*smaller*). Students check the data to see which of the two oceans is smaller. They write the correct sentence, referring to the grammar box on page 25, if necessary.
- Students work individually to complete the exercise.
- Invite volunteers to read out their answers.

Answers

- a The Pacific Ocean is bigger than the Atlantic Ocean.
b The Arctic Ocean is smaller than the Indian Ocean.
c The Atlantic Ocean is deeper than the Arctic Ocean.
d The Indian Ocean is warmer than the Pacific Ocean.
e The Arctic Ocean is colder than the Atlantic Ocean.

EXTRA ACTIVITY Students change sentences a, b, d, and e to use the opposite adjective: a *The Atlantic Ocean is smaller than the Pacific Ocean.* b *The Indian Ocean is bigger than the Arctic Ocean.* d *The Pacific Ocean is colder than the Indian Ocean.* e *The Atlantic Ocean is warmer than the Arctic Ocean.*

2 Complete the sentences. Write the name of the ocean.

- Read out the first sentence. Draw students' attention to the correct form of the comparative and the use of *than*. Students look at the data in the chart in exercise 1 to confirm the answer.
- Students work individually to complete the exercise.
- Divide the class into pairs. Students compare answers with their partner. Invite volunteers to read their answers for the class to check.

Answers

- a bigger than / warmer than / The Indian Ocean.
b smaller than / larger than / The Atlantic Ocean.
c colder than / warmer than / The Pacific Ocean.
d deeper and bigger than / The Pacific Ocean.

MIXED ABILITY If students need more support, elicit the comparatives for each question orally first. Fast finishers can make up one or two similar sentences for their friends to guess the ocean.



Praise students for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

3  **Complete the sentences with the correct form of the words in the box. Listen and check.**


- Point to the picture and elicit which country it is (*Australia*). Point to it on the map or a globe (see Materials). Brainstorm anything students know about Australia.
- Write the adjectives from the box on the board. Invite volunteers to write the comparatives: *longer, wider, drier, bigger, higher, wetter*.
- Draw students' attention to the map. They find the geographical features they know (*mountain, river, desert, waterfall, lake*).
- Read out the first sentence. On the map, students find the two mountains and check the answer.
- Students work individually to complete the exercise. Then play Track 18 for the class to check their answers.

 **Track 18**

- Mount Kosciuszko is higher than Mount Zeil.*
- The Murray River is longer than the Darling River.*
- The Great Victoria Desert is bigger than the Great Sandy Desert.*
- Wollomombi Falls are wider than Wallaman Falls.*
- The Great Sandy Desert is wetter than the Great Victoria Desert.*
- Lake Eyre is deeper than Lake Torrens.*

Answers

- | | |
|-------------------------|-------------------------|
| a is higher than | d are wider than |
| b is longer than | e is wetter than |
| c is bigger than | f is deeper than |

4 Quiz your partner about the facts in this unit. 

This exercise promotes collaborative skills as students have to work together to test each other's knowledge.

- Read out the statement. Students check the chart on page 26 to check if it is true.
- Give students a few minutes to write five true and false sentences about any of the facts in the unit.
- Divide the class into pairs. Students take turns reading their sentences and responding *True* or *False*. They keep a record to see who knows the most facts.
- Invite volunteers to read their sentences for the class to respond to.

EXTENSION If students study geography in school, they can write sentences comparing geographical features in their own country, or in a country they have studied.



Praise students for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

Lesson 3

Grammar goal Student's Book, pages 28–29

Warm up

- Put students into groups of four. One student per group writes the alphabet down the left hand side of a sheet of paper. Groups try to write one country for each letter: *Argentina, Brazil, China...* Set a time limit. The group with the most countries reads them out, and the rest of the class can challenge if they think they have made a mistake. Students then choose two or three countries they would like to visit and tell their group why: *I want to visit Australia because it is hot.*

1  **Read and listen. Choose your favorite vacation.**

- Explain that students are going to look at two vacation advertisements. Point to the first picture. Elicit what students can see and what is happening (*river, forest; people taking a boat trip down the Amazon River*).
- Elicit where the second picture is (*in the mountains*).
- Play the first part of Track 19. Students listen and follow in their books.
- Ask students what you can see if you visit the Amazon (*the widest river and the largest tropical rainforest on Earth*).
- Repeat for the second part of the track (*the longest mountain range and the highest city on Earth*).
- Students choose which vacation they prefer. Invite volunteers to explain their choice. Vote as a class.

Track 19

The Amazing Amazon!

Sail down the Amazon – it's the widest river on Earth. Visit the tropical rainforest. It's the largest on the planet.

Chile and Peru – perfect for you!

Travel across the Andes, the longest mountain range on Earth. Visit La Rinconada. It's the highest city in the world!

Grammar box

- Read out the explanation. Make sure students understand *superlative*. To illustrate the meaning further, ask the whole class to stand up and find the tallest. Tell the class: *Max is the tallest student in class.*
- Read the first sentence, drawing students' attention to the use of *the* and the ending of *highest*. Ask: *Is there a higher city in the world than La Rinconada? (No).* Repeat for the second sentence.
- Play Track 19 again. Students listen and write down any superlative adjectives they hear (*the widest, the largest, the longest, the highest*).
- Refer students back to the comparative rules in the grammar box on page 25, pointing out that the same spelling changes apply to superlatives.

20

2 Complete and circle. Listen and check.

- Read out the first sentence. Point out the ending of *warmest* and the use of *the*. Elicit the correct ocean. Students may refer to the chart on page 26.
- Students go through the adjectives in the remaining sentences, and write them in the correct form. Remind students not to forget *the*.
- Students circle the correct answers, guessing where necessary.
- Play Track 20, pausing after each sentence for students to check their answers.

Track 20

- a *The Indian Ocean is the warmest ocean in the world.*
- b *The Sahara is the hottest desert in the world.*
- c *The Antarctic is the coldest place on Earth.*
- d *Mount Everest is the highest mountain in the world.*
- e *Lake Baikal is the deepest lake on Earth.*
- f *Khone Falls is the widest waterfall.*

EXTRA ACTIVITY On the board, list the adjectives used in this unit. Volunteers write the comparative and superlative forms next to them to make a chart.

3 Complete with the correct form of *be* and the words in the box.

- Students look at the picture. Elicit where it is and what it is like (*Antarctica: cold, windy...*). Tell students they are going to find out something interesting about Antarctica.
- Go through the words in the box, eliciting the superlative for each: *the largest, the driest, the biggest, the windiest, the highest, the coldest.*
- Read out the first three sentences, pointing out the first answer. Ask if there is a larger desert than Antarctica in the world (*no*). Elicit ideas for why Antarctica is considered a desert.
- Students work individually to complete the text, including the correct form of *be*.
- Check answers with the class including spelling.

Answers

- | | |
|-------------------|------------------|
| a is the largest | d is the driest |
| b is the coldest | e is the highest |
| c is the windiest | f the biggest |

4 Write a vacation ad for your town/country, or another special place.

- Students look at the pictures. Elicit what they show. Draw students' attention to the vacation advertisements on page 28.
- Working individually, students choose a place and write about its special features. Make sure they follow the spelling rules for forming superlatives.
- Divide the class into pairs. They take turns telling each other about their vacation ads.

EXTENSION Students use the chart on page 26 to make sentences using the superlative: *The Pacific Ocean is the biggest and the deepest. The Indian Ocean is the hottest.* More confident students can use both the comparative and the superlative.



Praise students for their work and tell them that they have now finished the unit and earned a gold medal.

Units 3 and 4 Review answers

- | | | |
|-----------------|---------------|------------|
| 1 a is | e are | i how many |
| b any | f many | j is |
| c isn't | g any | k any |
| d How many | h a lot | l is |
| 2 a the biggest | e drier | |
| b the smallest | f wetter | |
| c larger | g the highest | |
| d hotter | h the coldest | |

Review 2

Lesson objectives

To review and consolidate target language from Units 3 and 4

Writing development: To recognize and use commas in lists

Exam practice: Cambridge English: Movers, Listening paper, Part 2

Language review: *The Pacific Ocean is larger, deeper, and warmer than the Atlantic.*

The Pacific, the Atlantic, and the Indian are the three largest oceans.

Lesson 1

Writing goal Student's Book, page 30

1 Read and circle the commas.

- Elicit what students see in the picture (*a rainforest*).
- Read out the first sentence, pausing at each comma. Point out the circled comma. Draw students' attention to the "Look" box. Students find the other commas in the first sentence. Elicit why the commas are used in this sentence (*to separate items in a list*).
- Students read the rest of the text, finding and circling the commas. Invite students to read a sentence each, pausing at each comma.

2 Add commas to the sentences.

- Read the first sentence. Elicit why the two commas are needed (*to separate items in a list*).
- Students work individually to complete the exercise.
- Volunteers write the sentences on the board.

Answers

- a** The Pacific, the Atlantic, and the Indian are the three largest oceans.
- b** The Pacific Ocean is larger, deeper, and warmer than the Atlantic.
- c** Antarctica is high, dry, windy, and very cold.
- d** The Atacama Desert is cooler, drier, and smaller than the Sahara Desert.
- e** The Nile, the Amazon, and the Mississippi are the longest rivers.

3 Complete the paragraph. Use the words in the box. Add commas.

- Draw students' attention to the groups of words in the box. Explain or elicit that each group is a list.
- Read out the first sentence, pausing at the commas.
- Students work individually to complete the exercise, choosing the correct list and writing in the commas.
- Check answers with the class on the board.

Answers

- a** colder, higher, drier
- b** rocky, snowy, windy
- c** plants, flowers, animals
- d** goats, birds, bugs
- e** Andes, Himalayas, Alps

Lesson 2

Exam goal Student's Book, page 31

4 Listen and write. There is one example.

This exercise practices Part 2 of the Listening paper from Cambridge English: Movers.

- Students look and identify the three habitats. Read through the questions with the class to check understanding.
- Play the first part of Track 21 (see p. 64). Check the answer (*Saturday*).
- Play the rest of the track, pausing after each section for students to write the answer.
- Play the track again for students to check their answers. Check answers with the class.

Answers

- | | | | | | |
|---|--------|---|-------|---|--------|
| 1 | three | 4 | shark | 7 | fruit |
| 2 | snakes | 5 | 25 | 8 | Wonder |
| 3 | sharks | 6 | two | | |

How did you do? Circle an athlete.

This exercise encourages students to reflect on their progress and achievement in the previous two units, developing learner autonomy.

- Point to the picture. Students reflect on how well they feel they did in each unit and circle the appropriate athlete. Allow students to circle two athletes if they think they did better in one unit than in the other.