

# Natural world

# Vocabulary

### Student's Book pp48-49

**Lesson goals** Students learn how to use vocabulary for places and the natural world.

### Warm-up

Write the names of some places of natural beauty in your region on the board. Talk about the places and ask if students have visited them or would like to visit them. Ask: What is special about these places? Why do people enjoy visiting them? What are the most popular activities people can do there?

# WDYT?

# What is the best way to enjoy nature?

Elicit activities which can be done outdoors in nature and write them on the board, or suggest the following: kayaking in a mountain river, having a picnic near a lake, hiking through a forest, climbing a mountain, taking a train ride through the mountains, biking along a river.

Have students compare the activities and discuss which are the best ways to enjoy nature. Ask the class if any of the activities are dangerous and encourage students to say what people can do to prevent accidents when doing them.

Encourage students to think about the question and decide which is the best way for them to enjoy nature.

### Follow-up questions:

Why is it important to preserve areas of natural beauty? Why do we need parks and other natural places in towns and cities?

## Places

**1** A Before the task, ask students to say which of the places in the box they can see in the photos. (forest, mountain, ocean, river, volcano)

### Exercise 1

1 lake, ocean, river	2 beach, coast	3 hill, mountain, volcano
4 desert	5 forest, jungle	

### Extra activity

Ask students to write a list of five places in the world where we can see the natural features from exercise 1, e.g. Mount Everest, Lake Titicaca, the Amazon Rainforest. Then, in small groups, ask them to use some of the places they have all chosen to make a quiz for an opposing team, e.g. *It's the tallest mountain in the world*.

- After reading the model sentences with the class, give a model answer by talking about a place you have visited, e.g. I visited the coast two weeks ago. I went to Cartagena in Murcia. Cartagena is a beautiful city. I loved the Roman ruins and the beautiful coastline. Every day I went to a different beach and I loved swimming in the warm sea.
  - Put students into pairs or small groups to ask and answer the questions.
  - Reinforcement Draw a table on the board with four columns: place, date, activities and opinion. Before students do the task, ask them to make notes for five places under the first three headings. Explain that in the final column they should write a number for each place (1 = favorite and 5 = least favorite).

## Natural world

- **3** Tell students that they are to read the quiz but not answer the questions at this stage.
  - When checking answers, practice the pronunciation and ask students to note the correct stress in each word.
  - You may wish to give the class some additional information about the photos. They show a coral reef in the Red Sea, Sudan; a flood in the Tiger Leaping Gorge, Yunnan, China; an avalanche in the Caucasus Mountains; a volcano in Milo, Italy; Seljalandsfoss waterfall in Iceland; a landslide in Los Angeles, California, USA; an earthquake in an unknown location; a wildfire in Stanislaus National Forest, California, USA.
  - Challenge Write storm and slide on the board. Tell the class that they can make other words using these two nouns. Ask them to match sand, mud, rock, snow, dust to either storm or slide. (sandstorm, mudslide, rockslide, snowstorm, dust storm) Then, ask students to say what they mean.



- **4** Students do the task.
  - Ask them if they agree or disagree with their results.
- **5** Draw the table on the board and ask students to help you complete it.
  - Ask students to add more words to each column.
  - Discuss which geographical features and natural disasters they are most likely to encounter in their country and if they can think of anything else they could do in the event of any of the disasters.
  - Discuss with students which natural disasters tend to occur more or less frequently. (Hurricanes and flash floods are becoming more frequent. Avalanches, earthquakes, volcanic eruptions and tsunamis aren't as frequent.)
  - Challenge Put students into small groups and ask them to discuss and decide on the causes of the natural disasters, e.g. landslides can be caused by cutting down forests or overworking land.
  - In their groups, ask students to create a world map and identify the places where these natural disasters are a problem, e.g. wildfires are most commonly a problem in Spain, California in the USA and parts of Australia.

### Exercise 5

**Geographical features:** cave, harbor, coral reef, cliff, waterfall, riverbank, shore, valleys

Natural disasters: volcanic eruption, tornado, flash flood, tsunami, drought, heatwave, wildfire, earthquake, landslide

### 6 • Students do the task.

### Exercise 6

1 drought	2 tsunami	<b>3</b> earthquake	4 avalanche
5 flash flood	6 wildfire	7 tornado	8 landslide

- 7 Allow students to work in pairs and use dictionaries.
- **8** After the task, invite students to share any interesting experiences.
  - Ask students which features they would like to visit in the future, where they are and why they want to visit them.

### Exercise 8

2 summer: drought, heatwave, wildfire
 winter: avalanche
 not seasonal: volcanic eruption, flash flood, tsunami,
 earthquake, landslide
 other: Tornadoes in the USA are most common from April
 to June.

### Extra activity

Ask students to make a list of ten items which they would put into a natural disaster emergency kit, e.g. water, food, radio, flashlight, first aid kit, whistle, mask, can opener, cell phone. Ask: *Where should such a kit be kept?* (at home, at school, or in the car)



- **9** See the video script on pp140–141.
  - Before students watch, ask them what they can see in the photo on p49 of the Student's Book and what sort of video they think they will watch. Check the meaning of *crater* using the photo.
  - Read the question and ask students to watch and take notes.
  - Follow-up questions: Where are the places in the video? (East Java, Indonesia)
     What does the name of the first waterfall mean in English? (One Thousand Waterfalls)
     Which of the activities in the video would you like to do? Why?
- **10** When students have discussed the questions in pairs, nominate individuals to share their ideas and discuss as a class.

### Exercise 9

volcanoes, lakes, mountains, forests, waterfalls, river, forest, desert

### Exercise 10

- Suggested answers:
- **1** To get better views and to see the landscape properly. It makes the vlog more exciting.
- ${\bf 2}\,$  No, because you can't film all of those shots on your own.

### **Further practice**

- Vocabulary → Workbook p28
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Center

### Homework

Ask students to choose three types of natural disaster and research the reasons why each occurs and what people should do in the face of each of the disasters.



# Reading and critical thinking

Student's Book pp50-51

**Lesson goals** Students read a travel guide and learn to distinguish between fact and opinion.

### Warm-up

Play **Snowman** to practice the new words from pp48–49 of the Student's Book.

(See Activities bank, page 7, for full instructions.)

### A travel guide

- Elicit vocabulary to describe the land features in the photos.
  - Ask students to describe the places in the photos.
  - Ask: What do you think they have in common?
- Ask students to say what they know about each place and to identify a country/region for each place, but do not correct their answers until after exercise 3.
  - Reinforcement If students are struggling to identify where they are, write the answers on the board in random order and ask students to match them with the photos.
  - Ask students to match the names to the photos.

# Exercise 21 C, USA2 A, off Australia3 G, various places in the northern hemisphere4 F, Brazil5 E, Nepal and Tibet6 B, Mexico

- 7 D, Zimbabwe and Zambia
- 3 ◀)<sup>22</sup> When checking answers, elicit which words were the main clues to the answers, e.g. 1 *lights* and *sky*, and ask where each one is.
  - Ask students to identify the writer's purpose in writing this text. (To persuade readers to book a vacation with their company.)

### Exercise 3

- ${\bf 1} \,\, {\rm the \,\, northern \,\, lights}$
- **3** the Grand Canyon
- 5 Victoria Falls
- 4 the harbor of Rio de Janeiro
- 6 Mount Everest

2 Paricutín

7 the Great Barrier Reef

### Subskill: Identifying fact and opinion

Explain that being able to distinguish between fact and opinion is an important analytical skill. It is useful for evaluating a text and a writer's argument, and to see how reliable the information is. It can sometimes be difficult to separate fact from opinion, e.g. *Finland is a fantastic place to see the northern lights.* 

Opinions are often indicated with words and phrases such as in my view/opinion, perhaps, possibly; verbs like think, seem; and adjectives like incredible, fantastic, wonderful.

Tell students they can identify a fact by asking whether the information can be proven to be true. They can also ask these questions: Is it a scientific fact that can be observed? Is the data from a reliable source?

 Ask which words provide clues to the sentences that are opinions. (3 deserves 4 beautiful 6 best 7 most famous 8 most incredible)

### Exercise 4

### 1 F 2 F 3 O 4 F 5 O 6 O 7 O

Ask students to underline the part of the sentence that is incorrect in the false sentences. (1 always 3 all 4 by far the biggest 5 one huge coral reef)

### Exercise 5

- 1 False The northern lights are there all the time, but you can only see them when the conditions are right. (para 1, lines 2–3)
- 2 True (para 2, lines 2–3)
- **3** False You can hike along parts of the Grand Canyon. (para 3, lines 1–2)
- 4 False It's one of the largest. (para 5, lines 1–2)
- 5 False There are 3,000 coral reefs in the Great Barrier Reef. (para 7, line 3)
- After the task, read some numbers from the text and ask students if they can remember what each one refers to, e.g. 400 km (the length of the Grand Canyon), 1943 (volcanic eruption of Paricutín), 1,500 (species of fish in the Great Barrier Reef).

### Exercise 6

### Suggested answers:

- ${\bf 1}\,$  You can see them in different places and they're not on land.
- 2 It's the only volcano that people have seen develop and become extinct.
- **3** hiking through it, rafting down the river and going on a helicopter tour
- 4 the statue of Christ the Redeemer
- 5 It's one of the largest waterfalls in the world.
- **6** in 1953
- 7 Its size and the number of species of fish, coral and birds found there.

### Extra activity

Say or write the following exercise on the board for students to complete. *Which of these wonders ...* 

*are best viewed at night-time?* (northern lights and Victoria Waterfalls)

is best viewed from far away? (Mount Everest)

*is best viewed from underwater?* (Great Barrier Reef)

is worth seeing from the air? (Grand Canyon)

can be viewed from a boat or the top of a mountain? (harbor of Rio de Janeiro)

is not very well known? (Paricutín Volcano)

- Word work When checking answers, model and practice the pronunciation and stress of each word.
  - Challenge Ask students to write example sentences using these new words.

### Exercise 7

- 1 raft
- 4 spectacular

tourist attraction
 bucket list

7 spray

6 extinction

3 popularity poll

### **Extra activity**

In groups, ask students to plan a trip around a country and to include at least five of the natural features mentioned in the previous lesson. They can present their tour to the class.

- Before students do the task, ask students if anyone has ever visited any of these places.
   If anyone has, ask them to tell the class about their experience.
  - Before students answer question 2, discuss factors which may endanger these places, e.g. pollution, overtourism.

#### **CRITICAL THINKING**



- Understand (LOT) Ask students if they can remember all seven places, without looking back, and say why they are special. Then, give the class time to read through the text again to check their answers and answer any they couldn't remember. Elicit which ones most people remembered.
- Analyze (HOT) Ask students to individually evaluate and rank the places described in the article. Brainstorm criteria they can use for this task: beautiful, unusual, educational, good for fun activities, good for sports and activities.
- 3 Evaluate (HOT) When students have made notes justifying their decision, ask them to compare their ideas in groups of four.
  - Then each group should choose one idea to present to the class.

### **Critical thinking**

### Suggested answers:

- 1 The northern lights are amazing lights that move across the sky and change all the time. They're the only wonder that isn't on land. Paricutín is the only volcano that humans have seen from its formation to its extinction. The Grand Canyon is an incredible canyon that is one of the biggest wonders, containing lots of wildlife. The beautiful harbor at Rio de Janeiro is an ideal place to go exploring. The Victoria Falls is one of the largest waterfalls in the world and the spray is often visible from 50 km away. During the full moon, there is a special rainbow at night. Mount Everest is the highest mountain in the world. The Great Barrier Reef covers a huge area and contains thousands of reefs with incredible marine life.
- **3** The Great Barrier Reef is the top attraction for me because it is so big and because of the amount of marine life it contains. I think that makes it incredibly important for the planet. Next, I choose the harbor at Rio for similar reasons. It sounds like an incredible place to explore and I like the idea of going on a boat trip there. I love hiking and outdoor activities, so my next choice is the Grand Canyon. I'd love to see the rock formations in the canyon and hike in it. I think seeing the northern lights must be an amazing experience and it's something I'd love to do. I love the fact that you can see them in different places and they're never the same two nights running. I put the Victoria Falls in fifth place as I'd love to see the famous moon rainbow, which sounds spectacular. The last two wonders, for me, are Mount Everest and Paricutín. I've never liked mountains or the cold, so these are wonders I'm happy to admire in photos and although Paricutín is special for scientists, it's not a wonder that attracts me.

### Research

Allow students time to do the task.

Then ask students to share what they have found out with the class.

• Ask students to read through the *Did you know?* fact. Ask them if they found this surprising.

### **Fast** finishers

Ask students to write a short advertisement for a place in their country, persuading visitors to go there.

### Culture note

The Victoria Falls are called *Mosi-oa-Tunya*. Their English name came about because explorer David Livingstone was the first European to see the falls and he named them after the British monarch at the time, Queen Victoria.

**Mount Everest** is called *Sagarmāthā* in Nepal and Chomolungma in Tibet. The Royal Geographical Society gave the mountain its English name, after Sir George Everest, who was a British Surveyor General of India.

The **northern lights** got their name because they are most visible in the Northern Hemisphere.



### **Further practice**

- Reading → Workbook p32
- The longer read → Teacher's Resource Center
- Accessible reading worksheet → Teacher's Resource Center

### Homework 💼

Ask students to find another place that could be added to this list of amazing places. They can write a short description and share it with the class along with a photo. If you like, take a class vote on the best choice.

### Get online

Ask students to find out more about one of the places in the article. They can report their findings to the class.

# Grammar

### Student's Book p52

**Lesson goals** Students learn how to form and use modal verbs for ability, obligation, prohibition, possibility, deduction and certainty.

### Warm-up

Ask students to imagine a set of rules for going hiking in a national park. First, give one or two examples, and then elicit ideas, e.g.

You can go hiking at any time. It's open 24 hours a day. You must not feed wild animals.

You have to follow the hiking trails.

You don't have to wear waterproof clothing.

If necessary, write a few examples on the board with blanks for the modal verbs.

Discuss which rules express possibility, obligation, prohibition or no obligation.

## Modal verbs

**1** • Students do the task.

### Possibility, deduction and certainty

Explain to students that to speculate or make deductions about the past when we are not certain, we use *might / may / could have*.

Couldn't have or can't have are used when we are sure something was impossible. When we are sure something did happen, we use *must have*.

Point out the two meanings of *could have*:

- As a modal verb of ability, it implies that the speaker was not successful in carrying out the action: I could have reached the top, if I'd had more time.
- As a modal verb of deduction, it implies that the speaker is uncertain whether something happened: He could have (= might have) gone home because his jacket isn't here.

### Exercise 1

- 1 When we talk about managing to do something on a specific occasion in the past, we must use *was/were able to*. In the negative, we can use either *not be able to* or *couldn't*.
- 2 Neither must nor must not have past forms to talk about obligation and prohibition. We use had to in the affirmative and wasn't/weren't allowed to in the negative. May and might don't have a past form, but we can use may/might + have + past participle.
- **3** May have, might have and could have are used to talk about possibility in the past. Must have is used to express certainty that something happened. Can't have is used to express certainty that something didn't happen.
- Before students do the task, ask them to find the clues to choosing the correct answers.
   (1 It's not permitted means it is not allowed 2 It's open in the afternoon, too means that there is no obligation to go in the morning 3 were able to because it is about one event in the past 4 they had to walk together, so it wasn't possible to walk alone 5 if you like means that it is optional)
  - Ask students if any other modal verbs would fit these sentences. (1 can't 2 don't need to 4 weren't allowed to 5 are allowed to/may)

### Exercise 2

 $1 \,$  must not  $\, 2 \,$  don't have to  $\, 3 \,$  were able to  $\, 4 \,$  couldn't  $\, 5 \,$  can

### Extra activity

Read aloud the following situation to the class and have a class discussion using modals where possible: *Imagine that* you are hiking in the Grand Canyon. Suddenly, you come across a tent, a pair of shoes and an empty water bottle. What do you think might have happened?

- **3** Before the task, ask students to read the Language note on *should*.
  - Reinforcement Ask students to read the sentences and look for clues, e.g. 1 advice, 2 that's a rule.

### Exercise 3

ABCD

- 1 can/should, shouldn't
- 2 shouldn't/must not/can't, have to/must
- 3 were able to, didn't have/need to
- 4 couldn't/weren't able to, could/can
- Before the task, do the first sentence with the class. Elicit how *It's possible* tells them which modal to use. Ask students to look at the rest of the sentence and ask whether it talks about the past or present. (It's about the past past verb form explored.) Elicit which verbs they can use. (may/ could/might) Check the answer.
  - Students do the rest of the sentences individually.



### Exercise 4

- 1 Magda might/could/may have explored the canyon.
- 2 They can't be in Brazil now. They must be at home.
- **3** They must've rafted down the river. They can't/couldn't have walked.
- **4** They might/could/may be lost. They might/could/may have left the path.
- 5 They can't/couldn't have seen a bear.
- Do the first blank as a class. Help students to work out that 1 is about the present and it is advice, so *should* is needed.

#### Exercise 5

1 should leave	2 shouldn't stay
<b>3</b> can't escape	4 were able to rescue
<b>5</b> could/were able to feel	<b>6</b> had to work
7 can't/must not have been	8 must've been

- Encourage students to speculate/think of reasons about the situation, e.g. *He might have been in an accident. Sam could be a pet. Maybe he couldn't walk because his leg was broken. Sam can't be a doctor; he must be a patient.*
  - After one minute, say: He wasn't injured or sick.
  - After two minutes, say: He could move his legs without any problem.
  - Finally, after three minutes, say: *He can't remember being in hospital.*

### Exercise 6

He had just been born. He was a baby, so he couldn't walk out and had to be carried.

### **Further practice**

- Grammar bootcamp → Student's Book p121
- Grammar bootcamp answer key → Teacher's Resource Center
- Grammar → Workbook p29
- Grammar reference and practice → Teacher's Resource Center
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Center

### Homework

Write the following situations on the board and ask students to write three sentences for each, speculating about what happened:

- **1** A car was found upside down and everything was wet on the inside.
- **2** Some buildings have collapsed, there is a huge hole in the middle of the road and there are cars in the hole.

# Vocabulary and Listening

Student's Book p53

**Lesson goals** Students learn about words that are nouns and verbs and use their prior knowledge to answer questions about a podcast.

### Warm-up

Play **First to five** to practice modal verbs from p52 of the Student's Book. Write the name of a place on the board, e.g. *a national park, a wildlife reserve, a coral reef, a forest, a lake, a beach.* Ask students to come up with five rules or pieces of advice for visiting this place. (See Activities bank, page 6, for full instructions.)

### Words that are nouns and verbs

**1** • Ask students to work in pairs and use a dictionary if necessary.

### **Extra activity**

After checking the answers, ask students to choose one of the words in the box and write two example sentences, one using the word as a noun and one as a verb.

Ask less confident classes to write a sentence with either a noun or a verb.

Invite students to read aloud their sentences with a blank where the target word is. (They can say *beep* for the blank.) The other students can guess the word.

- After the task, ask students to name some disaster movies and say what they are about. (See the *Culture note* on the next page for some useful talking points.)
  - Read the Language box on *Changing word stress* with the class.

### Exercise 2

Nouns: increase, decrease, surprise, demand Verbs: name, suspect, change

- **3 ●**)<sup>23</sup> See the audio script on p132.
  - Ask students to read the sentences and identify what kind of word is missing, a noun, a verb or an adjective.
  - After checking the answers, write them on the board in two columns according to their word stress pattern. Ask which words do not change their stress pattern. (rescue, surprise, challenge)
  - Reinforcement Play the audio and pause after each highlighted word. Ask students to repeat.



### Exercise 3

- 1 progressed, impact
- 3 decrease

7 challenge

5 progress, challenging

chunchging

- 6 impacted 8 surprise
- Different word stress: progress, decrease, impact

2 rescue, rescue

4 surprise, decreased

### 4 • Students do the task.

### Extra activity

In their pairs, ask students to take turns to pronounce a word from the box in exercise 1 for their partner to say whether it is a noun or a verb.

## A podcast

### Subskill: Using prior knowledge

Explain that activating prior knowledge makes it easier to understand and to remember information in a listening.

There are many ways to activate prior knowledge – for example, through predicting information or vocabulary, or by discussing opinions on the topic before listening.

- Before reading the questions, check the meaning of *survive* (= to stay alive despite difficult circumstances), *survivor* and *survival*.
  - Students answer the questions individually before getting together in groups to discuss.
  - Ask the class to reach a consensus about each question, but don't say whether or not they are correct.
- 6  $4^{(2)}$  24 See the audio script on pp132–133.
  - Explain that students will hear a podcast about disaster movies and should focus on checking their answers to exercise 5.

### Exercise 6

- **1** More or less as long as movie theaters have existed./Since 1901.
- 2 Yes, they do.
- **3** Viewers usually care about the main character(s).
- **4** They show positive qualities like being brave, caring, kind, and quick-thinking. No, they have flaws and make mistakes, too.
- **5** People enjoy them more because they make us think our lives are not so bad.
- 7 Ask students to try and complete the sentences from memory before playing the audio again.

### Exercise 7

- 1 1901 2 tsunami, New York 3 221 million
- 4 overcome terrible things 5 horror movie

8 • When they finish their discussion, conduct a class survey to see how many people like them.

### **Fast** finishers

Ask students to think of all the disaster movies they have seen and to list the disasters that happen in them.

### Culture note

**Disaster movies** can fall into several different categories. For example, natural disaster movies (floods, earthquakes), movies about disasters caused by humans (fires, nuclear explosions), sci-fi disaster movies (alien invasion, meteor collision), monster disaster movies (giant ants, *Godzilla*) and apocalypse movies (the human race is destroyed by a virus, zombies, or lack of water or food). Some disaster movies are based on real historical events – for example, *Titanic* or *San Andreas*.

### **Further practice**

- Vocabulary → Workbook p30
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Center
- Listening → Workbook p33
- Listening worksheet → Teacher's Resource Center
- Pronunciation → Student's Book p129

### Pronunciation p129 Exercise 2

1 increase, decrease 2 suspect 3 record

### Homework

Ask students to write a review of a disaster movie. The review should include a description of the main characters, the setting, the atmosphere, the music and the special effects, plus their opinion of the plot and the movie in general.

# Grammar

### Student's Book p54

**Lesson goals** Students learn how to form and use perfect modal verbs.

### Warm-up

Play **Spot the mistake** to practice modal verbs from p52 of the Student's Book.

(See Activities bank, page 7, for full instructions.)

## Perfect modals

**1** • Students do the task.

Exercise 1 1 c 2 f 3 a 4 d 5 b 6 e

### Use of perfect modals

### ABCD

Point out that perfect modals can be used to describe imaginary or unreal past situations:

I would have called you. (but I didn't)

*I should have studied harder.* (I wish I had done, but I didn't; a regret)

*I could have come home earlier.* (it was possible, but I didn't; unwillingness)

By contrast, modals of speculation and deduction are used to describe how certain we are about past events: *He may/ might/must have gone home because his coat isn't here.* 

In informal, spoken language, the auxiliary have is often contracted with modal verbs, like *could*, *should* or *would*: *would* have = *would*'ve, *wouldn't* have = *wouldn't*'ve, etc.

- 2 Ask students to read aloud their answers as you write them on the board. Elicit all possible contracted forms.
  - Discuss the meaning of each modal verb.
     (1 | regret doing something. 2 | didn't know about it, so | didn't do it. 3 |t wasn't possible for me to do something. 4 |t was possible to do something, but | didn't do it. 5 | wish | had done this.)
  - Ask students to match each sentence to one of the explanations in exercise 1. (1 d 2 b 3 f 4 c 5 a)

#### Exercise 2

shouldn't have done
 couldn't have arrived

2 'd have helped

- 5 should've gone
- 4 could've mended
- **3** Students do the task.
  - Invite volunteers to share any true sentences and experiences with the class.

#### **Exercise 3**

- 1 | could have gone out last night . . .
- 2 ... I did something I shouldn't have done ...
- 3 ... I should have told my friend ...
- 4 ... I couldn't have finished it ...
- Point out to students that more than one answer may be possible. Allow time for students to work individually.
  - Challenge Ask students to write all possible answers.
  - Guide students to understanding the imaginary past meaning of each sentence by asking: 1 Did you see the movie? (no) 2 Did I pass the exam? (no) 3 Did you lie? (yes) Did you tell the truth? (no) 4 Did they win? (no)

#### Exercise 4

- 1 'd have loved
- 3 should/could have told
- 2 couldn't/wouldn't have passed
- 4 could/should have won

- Do the first example together as a class, e.g.
  I didn't know it was your birthday yesterday.
  I would have bought you a present.
  - Allow time for students to work individually.

### **Fast** finishers

Ask students to write a second sentence for each sentence.

- Focus students' attention on the title and the illustration and ask them to predict why a hike could be amazing.
  - Ask students to explain their answers. (1 present perfect progressive for activities up to now 2 modal verb expressing future possibility 3 relative pronoun for objects (the trail) 4 degree of difference describing something smaller 5 future perfect used with by
     6 modal verb expressing past impossibility 7 modal verb expressing hypothetical past 8 simple past for a finished action)
  - Follow-up questions: How long is it? (almost 2,800 km) How many national parks does it join together? (17) What land features does it include? (mountains, rainforests and several volcanoes) Where is the Route of Parks? (in Chile)

# Exercise 61 Have you been2 could3 which4 not nearly5 will have seen6 can't7 wouldn't8 bought

### **Extra activity**

Ask every student to write a sentence about a mistake they made, or an unlucky incident that happened to them at the top of a piece of paper. They should pass the paper on to their neighbor to write one piece of advice about what they should/shouldn't have done. Each sheet of paper gets passed on until everyone has written some advice (repeats are not allowed) and it has returned to the original author.

### CELEBRITY CORNER -

Other celebrities who enjoy hiking include: Amanda Seyfried, Channing Tatum, Taylor Swift and Shawn Mendes.

#### Further practice

- Grammar bootcamp → Student's Book pp121–122
- Grammar bootcamp answer key → Teacher's Resource Center
- Grammar → Workbook p31
- Grammar reference and practice → Teacher's Resource Center
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Center



### Homework

Ask students to write an email to a friend asking for advice about something they did and regret doing. Tell them it can be completely made up.

# **Real-world speaking**

### Student's Book p55

**Lesson goals** Students learn and practice Key phrases for giving instructions.

### Warm-up

Take a vote to see if anyone enjoys packing for a trip or a vacation. Then ask: *What are the most common mistakes people make when packing?* 

Tell students to imagine they are going to the Caribbean, to the Alps and to Moscow. Ask: What things would you take for each place? What things would be essential and what would be luxuries? If you could only take five things for each place, what would they be?

### **Giving instructions**

- 1 Focus on the photo on the left and ask students to say what objects they can see. (clothes, a suitcase, a tablet, a passport)
  - If necessary, explain that *suitcase* is sometimes shortened to *case*. Ask: What do you think Gabby and Jason are talking about? (going on holiday (or vacation), packing)
  - Focus attention on the heading *Giving instructions* and ask students to suggest what the instructions in the video might be for.
  - Read aloud the question. Check understanding of valuables, and elicit examples, e.g. money, credit/debit card, passport, ID card, phone, tablet, camera, laptop, jewelry, watch.
  - When checking the answer, refer students to the photo at the top right of the page. Elicit the differences between *case/suitcase* (= a large bag for clothes, usually put in the airplane's cargo hold when traveling by air) and *hand luggage/ carry-on bag* (= a smaller bag taken inside the cabin of a plane).

### Exercise 1

in her hand luggage (or carry-on bag)

- Challenge Ask students to try to complete the dialogue from memory before watching the video a second time.
  - When checking the answer to 6, elicit that an adapter is used with electrical devices in a country with a different type of electrical supply from your own.
  - Explain or elicit the meaning of *stuck* in Gabby's first line (= unable to continue doing something or to solve a problem).
  - Follow-up questions: What is Gabby's problem? (She's got too many clothes/too much to pack.) What two things does Jason tell Gabby to do with her clothes? (to sort them into two piles, then roll them up)

*clothes*? (to sort them into two piles, then roll them up) Why shouldn't Gabby fill her suitcase with clothes? (to leave space for any vacation souvenirs)

### Exercise 2

1 clothes 2 souvenirs 3 valuables 4 chargers 5 adaptor

- **3** Read through the Key phrases before playing the video again.
  - Explain that *Whatever you do* is used to emphasize how important it is to do/not do something.
  - Focus on the UK → US vocabulary section at the bottom of the Key phrases box to draw attention to the UK vocabulary used in the dialogue and note the US equivalency.
  - Students practice the dialogue in pairs.

### Exercise 3

Make sure you … Whatever you do, don't … Remember … Try not to … Always …

- 4 **THINK** As a class, brainstorm different types of things that could be put into each of the bags.
  - Ask each pair to choose one of the bags.
  - Tell them to brainstorm tips for packing. Remind them they should make a list of items to pack.
  - **PREPARE** Tell students to make notes but not to write the whole dialogue out.
  - Encourage students to use at least four phrases from the Key phrases box.
  - **Reinforcement** Allow students to prepare their dialogue in pairs.
  - **PRACTICE** Before students begin practicing, ask them to read through the **Peer review** section in exercise 5, so that they know what their classmates will be looking and listening for when they perform.
  - **PERFORM** When watching their peers, encourage students to think about each **Peer review** question in exercise 5 and to take notes.



5 • Peer review After each performance, encourage the class to make positive comments about the performance.

### Extra activity

Ask students to choose a type of vacation and give some advice about what to take on vacation to that place. Elicit the factors they should take into account: weather, climate, customs and culture, possible dangers from insects or wildlife, activity plans, etc. Examples of trips: trekking in the Himalayas, hiking in a rainforest, a beach vacation in Thailand, or a guided tour around Europe.

### Further practice

Speaking → Workbook p33

### Homework

Ask students to write a dialogue giving packing instructions to someone who is going to go on an activity vacation for the first time, e.g. camping, canoeing. The dialogue should include seven of the Key phrases and answer these questions: *What should you bring with you? What should you not forget?* 

# Writing

### Student's Book pp56–57

**Lesson goals** Students practice writing a description of a place, using articles correctly.

### Warm-up

Write a list of different types of vacation on the board and ask students to rank the vacations in order of preference and give reasons:

a festive weekend

shopping in New York

a sightseeing tour of Japan

backpacking in the Greek Islands

Ask students to look at the photos and brainstorm any words that come to mind. As a class, or in pairs, discuss where the photos were taken and what you can do there. Ask: *Would you like to visit this place?* 

### A description of a place

- Ask students to read the questions before reading the text quickly to find the answers.
  - Pronunciation note: Isla Mujeres /'izla mu'xeres/ = Spanish for 'Island of Women'.

### Exercise 1

- ${\bf 1} \ {\rm on \ a \ travel \ website/blog}$
- **2** Yes, the writer uses lots of positive adjectives, e.g. *friendly*, *excellent*, *beautiful*, *incredible* and she/he says it's one of her/his favorite parts of the country.

2 • When checking answers, ask why the writer has organized the information in this way. (The text starts with a general overview, goes on to more detail and ends with a summary and a recommendation.)

### Exercise 2

**1** B **2** C **3** A

 Ask students to read the sentences containing the words in bold and think about the context of each word. Ask students to try to guess their meanings before reading the definitions.

### **Fast** finishers

Ask fast finishers to find adjectives in the text that are useful to describe places. (**Suggested answers:** friendly, picturesque, unspoilt, ancient, charming) Then ask: *Which adjectives express opinions?* (**Suggested answers:** excellent, great, incredible, perfect)

Exercise 3		
1 adventurous	2 charming	3 mouth-watering
4 worthwhile	5 picturesque	6 unspoiled

### Extra activity

Write the exercise below on the board. Ask students to copy and complete it using the adjectives in bold in the text.

- **1** This food is \_\_\_\_\_! I've never tasted anything so good.
- **2** The old town is \_\_\_\_\_; the streets are narrow and filled with colorful flowers.
- **3** The coast is completely \_\_\_\_\_; it's still so clean and natural.
- **4** Getting there isn't easy, but it's \_\_\_\_\_. You'll be glad you went.
- **5** You can go there by train, but more \_\_\_\_\_ tourists can hike there with a guide.

6 In the old town there are many \_\_\_\_\_ streets and buildings.

(1 mouth-watering 2 picturesque 3 unspoiled

4 worthwhile 5 adventurous 6 charming)

### Subskill: Using articles correctly

Articles are mainly used to distinguish specific things *(the)* from things in general (no article), and things that are known to the reader or listener *(the)* from things that are unknown or new *(a/an* or no article).

- An indefinite article can be used with some expressions of quantity: a lot of, a number of, a large amount of, a range of, a variety of, a group of, a little, a few.
  - Exceptions: plenty of, lots of
- As well as mentioning specific things, *the* is also used for unique things, e.g. *the sun, the moon, the Queen,* and for features of the physical environment when it is expected that everyone will know what we're talking about: *the weather, the evening, the sunset*.

 After checking the answers, refer students back to the model text to find further examples of articles or no articles. Encourage students to explain why each one is used.

> (First time something is mentioned: a nearby island, a charming place, a place to relax; Expressions of quantity: an excellent range of (exception: parts of) Previously mentioned: the country, the trip, the island; Something specific: The coast, the turtle sanctuary, the white sandy beaches, the clear warm water, the ancient Mayan temple ruins, the lighthouse, the main town, the restaurants; Place names: Isla Mujeres, Mexico, Cancún; People or things in general: facilities, activities, beaches, coral reefs, snorkeling, wildlife, diving dolphins, whale sharks, bird-watching, golf-cart, shops, crafts, jewelry, clothes, dishes, fans)

### Exercise 4

1 a/an 2 the 3 -

- Before the task, elicit and discuss why Madrid is such a popular place for tourists to visit. Have students predict three things that may be mentioned in the text.
  - Ask students to compare answers in pairs before checking them with the class.
  - Match the answers with the rules in exercise 4. (Rule 1: 1, 4, 6, 8 Rule 2: 3, 5 Rule 3: 2, 7)

### **Fast** finishers

Ask students to identify additional uses of articles and say which rules they correspond to. (Rule 1: a terrace; Rule 2: the parks, the city; Rule 3: Madrid)

#### Exercise 5

1 an 2 – 3 the 4 a 5 the 6 a 7 – 8 a

- 6 **THINK** Allow time for students to brainstorm places in pairs or groups.
  - With less confident classes, brainstorm a few places on the board before they start writing their own notes.
  - Allow time for students to research any information needed.
  - **PREPARE** Give students time to complete their notes.
  - Remind students to avoid repetition of ideas in different paragraphs.
  - Challenge When they have finished, ask them to go over their plan again and add more details and some more adjectives and modal verbs.

- WRITE Before writing, ask students to read through the questions in the CHECK section plus the Peer review question in exercise 7. Ask them to make sure they take these points into consideration when writing.
- **CHECK** Ask students to go through their essay and answer the questions, making corrections if necessary.
- Peer review As students read their partner's work and answer the question given, encourage them to give positive feedback as well as constructive criticism.
  - Allow time for students to receive their own work back and to discuss the comments with their partner.

### Extra activity

Ask pairs to choose a picture of a place from this unit. (You may want to assign a picture to each pair if you want them all to definitely be different.) Students write a brief description without mentioning the name of the place. Ask each pair to read aloud their description for the rest of the class to guess which picture it describes.

### **Further practice**

- Writing → Workbook p34
- Writing competence → Teacher's Resource Center

### Homework

If students did the Extra activity, ask them to write an ad for the place they described.

If they didn't do the Extra activity, tell them to choose a place pictured in this unit and write an ad for it.

Tell them their ad should include some 'must-sees' as well as things people can do if they have time.

### Get online

Ask students to work in pairs or small groups. Allocate each group a different country and have them research the country's natural landscape features. Then have groups report back to the class on what they have found out and if they would recommend this place for a vacation.

# Project

#### Student's Book pp58-59

**Lesson goals** Students create a Natural Wonder of the World video proposal.

### Warm-up

Ask students to look at the Graphic organizer for this unit on p131. Give them five minutes to discuss with a partner what they learned about the natural world and what they enjoyed most about the unit.

# **What is the best way to enjoy** nature?

Ask students to look at the question again and discuss it with a partner. Then encourage them to think about the different places where people can be surrounded by nature and what they can do in each place.

Encourage students to consider all factors which help them to enjoy being in nature, e.g. weather, views, tranquility, activities, animals. Then ask them what can ruin a day in nature, e.g. noise, trash, overtourism.

Discuss with the class whether some places should be closed to protect them from humans or if other things could be done instead.

Ask whether their ideas about the natural world have developed or changed since the beginning of the unit and, if so, in what way.

### TASK

Read through the task and the learning outcomes with the class. Elicit that a proposal is a suggestion or plan which we can present to another group for them to consider. Ask the class what the key output for this project is. (a video)

- **1** See the video script on p141.
  - Read out the questions and ask students to watch the video to find out the answers.
  - After watching the video, ask what natural landscape features, animals and sporting activities they can remember seeing or hearing. (landscape features: lake, mountains, forests, a waterfall; animals: elk, [white-tailed] deer, [black and grizzly] bears, moose; sporting activities: boating, canoeing, hiking)
  - Follow-up questions: What are the mountains nearby called? (Rocky Mountains) What is the name of the island in the middle of the lake? (Spirit Island)

### Exercise 1

Maligne Lake in Canada

### STEP 1: THINK

- Ask students to describe the photos on p59 of the Student's Book and say which one they like best and why.
  - Before students do the task, point out that the Model project on p59 is a summary of the script – it does not reflect word-for-word what the students say in the video.
  - Challenge Ask more confident students to identify the function of each paragraph without looking at descriptions a–d.

### Exercise 2

**a** 3 **b** 1 **c** 4 **d** 2

### STEP 2: PLAN

- **3** Discuss the sequence of photos in the video and how the presenters tried to convince their audience.
  - For question 2, brainstorm some ideas for what could be added to the video and script, e.g. *depth of lake, elevation.* Write all ideas on the board.
  - Discuss the Model project with the class using the notes on the next page.

### Exercise 3

- 1 It includes photos, video clips, music and headings/captions.
- **2** Suggested answers: information about the origin of the name, a short interview with someone who's been there, more facts about the place. The interview could come after paragraph 3, and other facts could come after paragraph 2.

### Synthesizing information

ABCD

Explain that this is when information from different sources is combined.

While reading the tips, point out that using more than one source ensures that all of the information that is used is reliable and accurate.

Using a summary chart with a column for each source will help them compare data from different sources. Students should keep a record of what sources they used so they can refer back to them.

- Allow students time to read the Super skills tips by themselves.
  - After reading the Key phrases, ask students to replace the words in parentheses with their own ideas.
- After groups have chosen their places, discuss what kinds of information they will need: location, physical data, descriptive details, nature, what you can do there, etc.
  - Ask groups to use the Key phrases in the Super skills box when deciding what to research.
  - Encourage groups to make notes using a summary chart.

### STEP 3: CREATE

- **6** Encourage students to choose the most impressive information for their proposal.
  - To start, students write an outline of the points they want to include and decide on the order to present them in.



- After writing their proposal, remind them to choose photos to go with each segment.
- Allow time for groups to write their script, based on their proposal. The script should be complete and include the speaking parts for each member of the group.
  - Students practice their proposal.

### STEP 4: PRESENT

- 8 Give students time to read the *How to ...* tips on p131 on how to edit a video.
  - Give groups time to film and edit their video.
- **9** Peer review Ask students to take notes of the good points of each video as they watch as well as taking notes to answer the three questions.
  - Once students have decided on the place they would vote for, take a class vote for the most interesting video.

### Model project

The Model project on p59 of the Student's Book shows a summary of the video script. Encourage students to notice that the students don't stick exactly to what is written down here – it is natural, when speaking, to change how things are worded, or to add things in. The students in the video add linkers, opinions, and enthusiastic reactions to what they're talking about.

**Text:** The text on p59 is organized into four clear sections. Each clear section covers different information (introduction, facts about the place, things to do there and a conclusion). As in the video, students will write a script which expands on each of the paragraphs by giving further recommendations or by using language to help guide the viewers. An example of this is when they introduce the next person to speak and the topic that person will cover.

The Model project contains a mixture of facts and opinions about the Maligne Lake and what you can see and do there. It also gives reasons to support the proposal of making Maligne Lake a Natural Wonder of the World.

**Visuals:** The video uses eight photos to demonstrate the beautiful scenery, activities and animals that can be found in the area. Three of these are included in the Model project.

Language: The descriptions use many vivid adjectives to persuade the audience, e.g. *unspoiled*. The students also use modal verbs (*can*, *couldn't have*). The language is informal and persuasive, e.g. *we're sure you'll agree ..., For all these reasons, we believe ...* 

Point out to students that both the Model project and (more so) the script address the audience directly by using *you*, as well as using *l* and *we* to give opinions and recommendations.

### Culture note

Maligne /mə'lin/ Lake is in the Rockies in Jasper National Park in Alberta, Canada. It is famous for its beautiful clear blue-green water and views of three glaciers. The water is a little too cold for swimming, but other popular activities here include hiking and biking in the surrounding hills, fishing, kayaking and boat tours to Spirit Island. Other species of wildlife that live here include caribou, wolves, mountain sheep, eagles and osprey.

### FINAL REFLECTION

- Ask students to answer the questions individually first and then to compare answers with their partners. Encourage students to give reasons and examples to support their answers. For example, for part 2, encourage students to give examples of how they synthesized information.
- If students have chosen a neutral or frowning face, ask them to consider how they could have made it better and what they think they can do differently next time to improve.

### Beyond the task

• Ask students to think of ways in which we can enjoy being in nature without harming it.

### **Further practice**

• Super skills → Workbook p34

### Homework

Ask students to research more about their chosen place to find out about any risks it faces and how it can be protected.

### End-of-unit further practice

- Social and emotional competence → Workbook pp74–75
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Center
- Communication games → Teacher's Resource Center
- CLIL and Culture worksheets → Teacher's Resource Center
- Evaluation rubrics → Teacher's Resource Center
- Wordlists → Teacher's Resource Center
- Student's Book audio and audio scripts → Teacher's Resource Center
- Workbook audio and audio scripts → Teacher's Resource Center
- Workbook answer key → Teacher's Resource Center