

7

The Countryside



Unit plan

Reading:

Vocabulary:

Grammar:

Listening:

Speaking:

Writing:

multiple choice (related texts), dealing with questions that ask what a word refers to words related to the countryside, collocations & expressions, phrasal verbs, prepositions modals: ability, permission, requests, offers, suggestions, obligation, necessity, prohibition, advice

note taking, using the task to predict what information you will need to listen for discussion and decision making, talking about the countryside, making a decision postcard, using the right vocabulary, using adjectives to show you like or don't like something

Unit Opener (SB page 83)

• Ask students to read the title and to tell you what it means (*The title is 'The Countryside'. The countryside is land that is not in towns, cities or industrial areas. It is used for farming or it is left in its natural state.*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.
- Ask students if they know of other countries that have similar landscapes to the picture (*Switzerland, Austria, Germany, France, Canada, etc.*).

Answers

Students' own answers, but it was taken in England, in the countryside.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must describe the picture and then they must say how similar or different it is to their country.
- Write the following words on the board: *fields, hills, cows, trees, farmhouse, path*. Tell students they will need the words to describe the picture. Ask them to tell you what the words mean.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Discuss as a class.

Answers

Students' own answers

Background information

The British are very fond of the countryside. They enjoy visiting country towns and villages, walking in the countryside, hiking and camping. Approximately 80% of British people live in towns and cities, which gives the impression that much of the country is urban. But if you look out of a plane window before landing at a UK airport, you'll see how green the country actually is. In fact, it is much more natural than one would expect. →

According to the most detailed analysis conducted so far, almost 98% of England is natural, and more than 99% is natural elsewhere in the UK.

TOP TIP

Encourage students to expand their range by taking the opportunity to extend the tasks in the Student's Book. For example, in 2, students could be asked how the picture makes them feel and what they like or don't like about the place.

Let's talk about it!

- Do you think the countryside is a good place for teenagers to live? If so, why?
- Would you like to live on a farm? If so, why?
- What would you like to do in the countryside?

DVD 7

Summary of DVD 7: The video is titled 'Countryside Code'. The code is a set of rules for visitors to rural areas. Students may find the accents a bit challenging. If that is the case, replay the video pausing after each piece of advice, and discuss it with your students. The rules are based on respecting other people, protecting the natural environment and enjoying the outdoors.

DVD link: <https://www.youtube.com/watch?v=a2x1eVLi154>

Answer

Pet owners should be responsible: clear up cat mess and make sure it doesn't scare animals or birds. Wear or take suitable clothes because the weather can change quickly. Treat the countryside as you would treat your home.

Reading (SB pages 84-85)

1

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the names of the animals and explain anything they don't understand.
- Students work in pairs before checking answers as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

1j 2i 3g 4h 5d 6b 7e 8c 9a 10f

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that farm animals live on farms, while wild animals live in nature.
- Ask students what farm animals do (*work, produce milk, eggs, meat, fleece, etc.*).
- Point out that some animals can live on farms or in the wild.
- Students work in pairs before checking answers as a class.

Suggested answers

Farm animals: sheep, horse, donkey, chicken, duck
Wild animals: hedgehog, squirrel, fox, rabbit, duck, horse

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the texts to find which animals are mentioned.
- Ask students to scan the texts and look for the answers. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answer

sheep, cows, pigs, ducks, chickens

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when a question asks what a word in the text refers to, this word will usually be a pronoun, such as *it, them, that, etc.* Stress the importance of reading the text before the pronoun when trying to figure out what it refers to.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the questions are about all of the texts.
- Ask students to read the questions and explain anything they don't understand.
- Encourage students to use the tip from the *Download* box when answering question 3.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

Answers

- 1B ... and recharge your batteries if you're feeling tired.
2D ... he thought the students could stay there for a few days. ... The students, who were from the city, really enjoyed the experience of farm life ...
3C The children can learn a lot from the countryside.
4A All the physical activity makes them stronger ...
5B 8:30 Feed the cows, horses, ducks and chickens;
10:00 Clean out the cows ...
6B Text A: You can breathe fresh air. Text C: They are outside in the fresh air ...

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Elicit that all of the words are adjectives.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 huge
2 calm
3 popular
4 crowded
5 typical
6 noisy

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that a riddle is like a puzzle or a brain teaser.
- Ask students to read the riddle and explain anything they don't understand.
- If they need help, tell them the first trip across the river (*farmer + sheep*) and that there are seven trips across the river in all.
- Students discuss in pairs before discussing as a class.

Answer

step 1: farmer + sheep
return: farmer
step 2: farmer + a sack of hay
return: farmer + sheep
step 3: farmer + fox
return: farmer
step 4: farmer + sheep

▶ EXTENSION ACTIVITY

Ask students to write their own 'Typical day at Jamie's Farm'. Monitor and help with vocabulary. When they are ready, they can compare their typical days with a partner. Time permitting, have students read out their typical days.

Vocabulary 1 (SB page 86)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the six pictures and tell you which of the places they have been to. Make sure they know what the pictures are portraying before they label them.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 a e (lake)
- 2 e e (reef)
- 3 a i o e (rainforest)
- 4 i a (island)
- 5 e e (desert)
- 6 i e (river)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Point out that the words in bold are similar or related in some way.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 signpost
- 2 lane
- 3 wood
- 4 fence
- 5 hill
- 6 gates

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Elicit that all of the words are verbs.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 take
- 2 climb
- 3 fly
- 4 feed
- 5 milk
- 6 pick
- 7 collect
- 8 breathe

EXTENSION ACTIVITY

Students work in pairs. They choose a place from 1 and describe it without naming it. Their partner must guess which of the six places it is. Alternatively, they can play '10 Questions', asking only yes/no questions in order to guess the place.

Extra Task (for early finishers)

See photocopiable material on page 124.

Grammar 1 (SB page 87)

Before you read the Grammar box

- Revise modal verbs. Ask students for examples of modal verbs and write them on the board. Explain/Elicit that modals are used to express different things, such as ability, permission, etc. Remind students that some modals use different forms when they refer to the past.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board, without the underlining, and the list of functions (*ability, permission, requests, offers, suggestions*). Explain/Elicit what the functions mean.
- Ask individual students to come to the board, underline the modals and tell you which function they are performing.

- 1 I can ride a horse. (*ability*)
- 2 No, you can't go out now. (*permission*)
- 3 Could you feed the chickens, please? (*request*)
- 4 Shall I walk the dogs? (*offer*)
- 5 You could pick the apples for me. (*suggestion*)
- 6 They weren't able to go to the countryside. (*ability, past*)
- 7 Would you like me to make breakfast? (*offer*)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to identify the modal and look at the meaning of the sentences in order to determine what is being expressed.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1d 2a 3b 4c

Read 7.1-7.5 of the Grammar Reference on pages 143-144 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|------------------------|--------------|
| 1 can I | 6 shall |
| 2 could | 7 Will |
| 3 Would you like me to | 8 let's |
| 4 was able to | 9 can't |
| 5 can | 10 I'll take |

▶ EXTENSION ACTIVITY

Ask students to write five sentences which express ability, permission, a request, an offer and a suggestion. Help with vocabulary and grammar if necessary. When students are ready, ask some of them to read out their sentences and the rest of the class must say which function is being expressed.

Extra Task (for early finishers)

See photocopiable material on page 124.

Vocabulary 2 (SB page 88)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must complete the expressions and then say what they think the expressions mean.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Point out that they can work out the meaning of the expressions in bold by looking at the whole sentence.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the expressions in bold to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 sheep
- 2 dog
- 3 horse
- 4 cat
- 5 bee
- 6 mouse
- 7 owl
- 8 fish

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1d 2a 3f 4h 5c 6b 7e 8g

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use all of the phrasal verbs from 2 and that they must use them in the correct form.
- Ask students to read the text and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 rang up
- 2 call off
- 3 calm down
- 4 bring along
- 5 came by
- 6 heading for
- 7 broke down
- 8 cheered up

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell them to look carefully at the words before and after the preposition in order to make the correct choice.
- Students work individually to choose the prepositions.
- They then check their answers in pairs before checking as a class.

Answers

- 1 on
- 2 At
- 3 in
- 4 on
- 5 around
- 6 for
- 7 of
- 8 by

▶ EXTENSION ACTIVITY

Ask students to write a sentence or two and use one item each from 1, 2 and 4. Example: *At first, Becky was very angry and she was shouting, but after she'd calmed down she was as quiet as a mouse.*

Extra Task (for early finishers)

See photocopiable material on page 124.

Grammar 2 (SB page 89)

Before you read the Grammar box

- Revise modal verbs. Tell students they will be looking at some more modals in this lesson.
- Ask students what we use modals for and elicit that we use them to express different things. On the board, write the functions from Grammar 1 (*ability, permission, requests, offers, suggestions*) and remind students that there are other functions that we can express with modals.

1

- Read through the grammar theory with the class.
- Write the following sentences on the board and the list of functions (*obligation & necessity, prohibition, advice*). Explain/Elicit what the functions mean.
- Ask individual students to come to the board, underline the modals and match them to the correct functions.

1 *You mustn't scare the animals. (mustn't, prohibition)*

2 *You should have a good breakfast. (should, advice)*

3 *I don't have to exercise the horses today. (don't have to, lack of necessity)*

4 *You must take your rubbish with you. (must, obligation)*

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to underline the modal verbs and think about the functions before they match the sentences.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

1b 2a

Read 7.6-7.9 of the Grammar Reference on page 144 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the text.
- They then check their answers in pairs before checking as a class.

Answers

- 1 don't have
- 2 need
- 3 must
- 4 shouldn't
- 5 should
- 6 don't need to

▶ EXTENSION ACTIVITY

Ask students to work in pairs. Tell students to imagine they live on a farm and to make a list of things for their partner to do. They must use a range of modal verbs from the lesson. For example, *You need to feed the chickens. / You should get up early.*

Extra Task (for early finishers)

See photocopiable material on page 124.

🎧 Listening (SB page 90)

1

- Read the instructions to students or have a strong student read them out and explain anything they don't understand.
- Go through the pictures and make sure students know what each one is portraying before they do the task (*desktop computer, microphone, phone, fax machine, delivery man, light plane, CDs, books and pens*).
- Students discuss in pairs before discussing as a class.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that in this type of task (note taking) they should read the questions before they hear the recording in order to know what sort of information they need to listen for.
- Ask students to read the questions in 3 and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 number (of kilometres)
- 2 number (time)
- 3 name
- 4 noun / thing
- 5 a period of time

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in note-taking tasks, they should read the questions and information carefully before they listen so that they are able to predict what kind of answers they will need, eg an address, the cost of something, etc.
- Tell them that they should not write numbers as words, but as numbers, and that they need to write words correctly, particularly if they have been spelled out in the recording.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the note again.
- Remind them of the kind of information they need to listen for, to write numbers as numbers, and to be careful when writing words that are spelled out.
- Play the recording and ask students to complete the questions. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1 280 *How far away do you live from the nearest school? / 280 kilometres.*
- 2 8 *... they start at 8 o'clock in the morning ...*
- 3 Stevens *It's Mrs Stevens ... S-T-E-V-E-N-S.*
- 4 maths *I usually call her if I have any questions about maths.*
- 5 1/one week *I stay at the school camp in town for a week.*

See the recording script on page 116.

Speaking (SB page 91)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

Have a class debate. Divide the class into two teams and write a topic for debate on the board. In this lesson, the topic could be 'The Countryside: Great place or boring place for teenagers?' The teams decide on their arguments, but also come up with arguments to counter the other team. This exercise gives valuable practice in justifying opinions.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must number the sentences from 1-4 to put them in the correct order. Then they need to decide which sentences show the speakers making a decision. Tell them to pay attention to the words and phrases used to make a decision.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1b 2d 3c 4a
Sentences a and c show the speakers making a decision.

DOWNLOAD

- Ask students to read the information in *Download*.

- Choose a student to explain the tip in his/her own words.
- Explain to students that they must discuss all of the pictures with their partner, before they make a decision, and that they must remember to justify their decision by giving reasons for it.

3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them to look back at 2 to see which phrases were used.
- Ask students to read the instructions and check that they understand what they have to do. Remind them that they did a similar task in Unit 1 Speaking.
- Remind them that they must discuss all of the pictures within the context of the task (... *how much young people would enjoy these activities*) and that they are not being asked to describe the pictures. Elicit that there is a second part to the task which requires them to reach a decision about the two activities they think would be the most popular with young people.
- Point out that there are no right or wrong answers, and that they only need to justify what they say.
- Students work in pairs to do the exercise.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 92-93)

Postcard: Using the right vocabulary

- Ask students to read the information on postcards and using the right vocabulary. Explain that when writing a postcard, we usually talk about certain things, such as accommodation, activities and places. Tell them that they need to have the right vocabulary when they write about these things.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write the words and phrases in the orange box under the correct category in the table.
- Ask students to read the words and phrases in the orange box, and explain anything they don't understand.

- Students work individually to complete the task.
- Check answers as a class.
- Check pronunciation by saying each of the words and phrases in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

Within sections, the answers can appear in any order.
 Accommodation: bed and breakfast, farmhouse, flat, hotel, tent, villa
 Places: beach, fields, hills, parks, sea, streets
 Activities: climb a mountain, go for long walks, go sailing, go to the beach, see the sights, visit a museum

- 2**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide if the words in 1 are related to holidays in the countryside or other kinds of holidays (eg *beach*).
 - Students work in pairs to do the exercise, but compare answers as a class.

Answers

Students' own answers
 This task is supposed to encourage discussion, but students may agree on these for a holiday in the countryside: bed and breakfast, climb a mountain, farm, fields, go for long walks, hills, tent.
 Other kinds of holidays could be a beach holiday: hotel, villa, beach, sea, go sailing, go to the beach; or a city break: hotel, parks, streets, see the sights, visit a museum.

- 3**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task and answer the questions about it.
 - Ask students to read the writing task and explain anything they don't understand.
 - Point out that the questions they need to answer will help them to analyse the task.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

- 1 on holiday on an island
- 2 yes
- 3 what I am doing and what I have seen

- 4**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the postcard in 4 has been written in answer to the writing task in 3.
 - Ask students to read the postcard and explain anything they don't understand.
 - Students work individually to complete the task.
 - Encourage them to look back at 1 if they need to see examples of accommodation, places and activities.
 - Students then check their answers in pairs before checking as a class.

Answers

- 1 (on the island of) Crete
- 2 in a (fantastic) villa
- 3 sunbathe, go swimming
- 4 been/gone sailing
- 5 (two) dolphins
- 6 Students should underline: villa, go swimming, go to the beach, went sailing

- 5**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find and circle all of the adjectives that show the writer of the postcard likes something.
 - Remind students that an adjective tells us more about a noun.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

Paragraph 1: fantastic
 Paragraph 2: great, amazing
 Paragraph 3: exciting, lovely

- 6**
- Ask students to read the instructions and check that they understand what they have to do.
 - Refer them to the *Language Bank* and the section titled *Adjectives*. Go through the words and explain anything they don't understand.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

Students should tick: amazing, cool, exciting, fabulous, fantastic, great, lovely, wonderful
 Students would use the adjectives to show that they don't like something.

- 7**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must give their personal opinion by writing the adjectives that express their own feelings about the activities.
 - Ask students to read the activities and explain anything they don't understand.
 - Students work individually to complete the task.
 - Students then compare their answers in pairs before discussing as a class.

Answers

Students' own answers

LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank* and explain anything students don't understand.
- Remind students that they can use words and phrases from all of the sections in the *Language Bank* to write their postcard.

8

- Read the task out to students and explain anything they don't understand. Elicit that they must write a postcard.
- Go over the *Plan* with the students.
- Remind them to write about where they are and where they are staying, some activities they have done and some things they have seen there.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Remind students to use the right vocabulary when they write about accommodation, places and activities. Remind them to use different adjectives to show how they feel about things.
- Remind them also to use the correct tenses and suitable beginnings and endings, as they did in Unit 3.

▶ EXTENSION ACTIVITY

Time permitting, students can make brief notes about the accommodation, places and activities they will write about in their postcards.

Reload 7 (SB page 94)

Objectives

- To revise vocabulary and grammar from Unit 7.

Revision

- Tell students that Reload 7 revises the material they saw in Unit 7.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the places by writing the words on the board then reading out the following descriptions.
 - 1 *There are many, many trees here. (rainforest)*
 - 2 *It has water all around it and you can go there by boat. (island)*
 - 3 *It has water that travels through a city or the countryside. (river)*
 - 4 *It's a lot of water that has land all around it. (lake)*
 - 5 *There are no trees or water here. (desert)*

6 *It's a place with many tropical fish and coral. (reef)*

- 2: Revise the words by writing them on the board, in mixed up order, and asking students to tell you which ones are similar, and then to explain what the words mean.
- 3: Revise the verbs by writing them on the board and then asking the following questions.
 - 1 *What are you doing when you feed an animal? (giving it food to eat)*
 - 2 *What are you doing when you collect eggs? (taking them from the chickens)*
 - 3 *What can you breathe? (air)*
 - 4 *What can you take for a walk? (a dog)*
 - 5 *What can you climb? (a mountain or a hill)*
 - 6 *What can you milk? (a cow, a sheep, a goat)*
 - 7 *What can you pick? (apples, fruit in general)*
 - 8 *What can you fly? (a kite)*

Vocabulary 2

- 1: Practise collocations and expressions. Write the expressions on the board and ask students the following questions.
 - 1 *What are you if you go to bed very late? (a night owl)*
 - 2 *If you're doing a lot, you are ... (as busy as a bee).*
 - 3 *If you're very hungry, you could ... (eat a horse).*
 - 4 *What do you do if you can't sleep? (count sheep)*
 - 5 *If you're in an uncomfortable situation, you ... (feel like a fish out of water).*
 - 6 *If you're very quiet, you're ... (as quiet as a mouse).*
 - 7 *What do you call someone who makes a lot of money? (a fat cat)*
 - 8 *Who is the most important person? (the top dog)*
- 2 and 3: Practise phrasal verbs. Write the phrasal verbs on the board and then read out the meanings, one by one. Ask individual students to match the meanings to the phrasal verbs.
- 4: Practise prepositions. Write these gapped phrases on the board: *_____ a farm, _____ first, _____ bed, _____ fire, _____ the world, _____ free, the best _____ all, _____ myself.* Then write these prepositions: *around, at, by, for, in, of, on.* Ask individual students to come to the board and match the words with the prepositions they are used with. Tell students that they will need to use one of the prepositions twice. Ask students to give you example sentences using the phrases.

Grammar Revision

Grammar 1

- Practise modals of ability, permission, requests, offers and suggestions.
- Revise the modals by writing the functions on the board and then reading out the sentences. Ask students to tell you which function each sentence is an example of. Then ask students if the functions can be expressed using other modals. If they can, ask students what those modals are.
 - 1 *Shall I buy some eggs? (offer) (Can I ... / Would you like me to ... / I'll ...)*
 - 2 *Can I borrow your map? (permission)*
 - 3 *Could you open the gate, please? (request) (Can ... / Will ...)*
 - 4 *Let's have a picnic in the park. (suggestion) (Shall we ... / We can ... / We could ...)*
 - 5 *I couldn't milk a cow when I was three. (ability, past) (I wasn't able to ...)*

Grammar 2

Practise modals of obligation, necessity, prohibition and advice.

- Revise the modals by writing the functions on the board and then reading out the sentences. Ask students to tell you which function each sentence is an example of. Then ask students if the functions can be expressed using other modals. If they can, ask students what those modals are.

1 *You mustn't leave the gate open! (prohibition)*

2 *I have to feed the ducks. (obligation) (I must ... / I need ...)*

3 *You should go to the countryside for some fresh air. (advice)*

4 *We don't have to buy eggs; we have enough. (lack of necessity) (We don't need to ...)*

- Students are now ready to do Reload 7.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1a 2b 3a 4c 5a 6b 7c 8a 9b 10c

Grammar

1b 2b 3a 4a 5b 6c 7b 8c 9a 10a

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