

8

The Natural World

Unit plan

Reading:

missing sentences, making sure missing sentences fit logically

Vocabulary:

words related to weather and the countryside, word formation, collocations & expressions, prepositions

Grammar:

gerunds & infinitives, wishes, preferences

Listening:

multiple choice, not letting the options given confuse you

Speaking:

comparing photos, talking about holidays, the seasons and the weather, speculating

Writing:

story, making the most of a sentence given, creating atmosphere, describing feelings to bring a story to life

Unit Opener (SB page 95)

- Ask students to look at the title of the unit and the main picture and to tell you how they are related (*the picture is of hot springs in a natural setting*). Tell students the hot springs are in Huanglong, China. Ask students if they would like to visit the place. Ask them what they think they could see and do there.
- Ask students about areas of natural beauty in their country. Ask if they have visited the places and what they are like.

Background information

Huanglong valley is situated in the north of China. Due to thousands of years of geological evolution, Huanglong consists of numerous unique landscapes of geological landforms. The valley is made up of snow-capped peaks and glaciers, a variety of forest ecosystems, as well as spectacular rock formations, waterfalls and hot springs. One of the most interesting features are several areas of pools. The algae and bacteria in a number of these pools give them a wide range of colours from orange and yellow to green and blue. The area also has a population of endangered animals, including the giant panda.

1

- Ask students to read the instructions and check that they understand what they have to do. Explain that all of the facts are true and elicit that they must decide which fact they find the most surprising.
- Ask students to look at the small pictures and read the fun facts and explain any unknown words.
- Students do the task individually, but check answers as a class. Find out which fact was the most surprising by reading out each one (or ask individual students to do so) and asking for a show of hands.
- Once students have finished, extend the task by asking them to find five examples of violent weather (*thunderstorms, tornadoes, hurricanes, lightning, fire tornado*), one example of a destructive natural phenomenon (*earthquake*), and one example of a geographical feature that can cause great destruction (*volcano*).

Answers

Students' own answers

Let's talk about it!

- Have you ever been in an earthquake? Describe your experience.
- Does the weather affect your mood? How?
- Would you like to visit a place of extremes such as the hottest or coldest place on Earth? Why/Why not?

DVD 8

Summary of DVD 8: The video is titled 'Tornado in a bottle'. It shows how to create a tornado tube using just a few household items (2 one-litre bottles, a washer, duct tape, a large bowl and water).

DVD link: <http://www.stevespanglerscience.com/content/science-video/tornado-in-bottle>

Answers

Students' own answers
when water empties from the bath or from a wash basin

Reading (SB pages 96-97)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the comments and decide what kind of weather they relate to.
- Ask students to read the comments and explain anything they don't understand.
- Suggest that students underline the key words in the comments before deciding what kind of weather they relate to.
- Students do the task individually, but check answers as a class.

Answers

- | | |
|---------|---------|
| 1 WET | 5 HOT |
| 2 WINDY | 6 WINDY |
| 3 WET | 7 HOT |
| 4 COLD | |

2

- Before doing the task, ask students to compare the pictures on page 96 and tell you about the similarities and differences. Elicit that they both show extremes of

temperature, but one is cold and snowy while the other looks very dry and is probably very hot during the day. There is snow in both places.

- Ask students to read the title of the article and ask them what it is about (*places in the world that experience something extreme*).
- Ask students to read the instructions and check that they understand what they have to do. Explain the terms mm (*millimetre*), °C (*degrees Celsius*) and mph (*miles per hour*). Ask students what extreme phenomena these could relate to (*extremes of weather*).
- Ask students to skim read the article and look for the five figures. 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. Tell them to ignore the gaps 1-5 in the article for now.
- Students do the task individually, but check answers as a class.

Answers

- 1 record annual rainfall, Cherrapunji, India
- 2 annual rainfall in Antarctica
- 3 record high temperature measured in El Azizia, Libya
- 4 record low temperature measured in Vostok, Antarctica
- 5 record high wind speed measured on Barrow Island, Australia

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 the clues they need to choose the correct missing sentence are the sentences before and after the gap in the text. The missing sentence must make sense when placed between the sentences before and after it.

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.
- Remind them to look for logical connections between the missing sentences and those that come before and after the gap.
- Students work individually to choose the sentence which fits each gap.
- They then check their answers in pairs before checking as a class. Ask students to justify their answers.

Answers

- 1B The words *it* and *falls* in sentence B link to *11,000 mm of rain a year* in the previous sentence and *For the rest of the year, inhabitants often have to walk long distances to find water* in the sentence after the gap.
- 2A The sentences before the gap refer to no rainfall for more than 15 years in a place called Arica and in the sentence after the gap, it says *it feels like being on Mars*.
- 3C The sentence before the gap says that scientists made a mistake about which place was the hottest on Earth. Sentence C echoes this in *after checking ... the hottest place is now known to be ...*; the sentence following gives the highest temperature recorded (70.7°C). →

4F The sentence before the gap mentions severe storms and hurricanes, and sentence F states *winds rarely reach record-breaking speeds*. The sentence following goes on to mention a record for the highest wind speed.

5D The sentence before the gap says that high winds are unusual, and then sentence D says there are places where people expect windy weather; following the gap, it says Chicago is known as the Windy City.

EXTENSION ACTIVITY

Ask students to write a short paragraph about extreme weather in their country. Monitor and help with vocabulary and grammar if necessary. When students have finished, ask some of them to read out their paragraphs. Time permitting, every student can read out their work.

TOP TIP

Get the most out of the Reading texts by creating your own additional comprehension tasks. For example, in this lesson you could write 4 or 5 multiple-choice questions for students to work on at home.

4

- 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.
- 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.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|-------------|
| 1 continent | 4 landscape |
| 2 temperature | 5 storm |
| 3 climate | 6 distance |

5

- Ask students to read the instructions and the example in the speech bubbles and check that they understand what they have to do.
- Students work in pairs to play the game.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

a-2 Vocabulary 1 (SB page 98)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must unscramble the letters and label the pictures.

- Ask students to look at the pictures and tell you what they show (*different kinds of weather*).
- Students work individually to unscramble the letters and label the pictures.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, check pronunciation by saying each of the weather words to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|----------|----------|
| 1 foggy | 5 windy |
| 2 stormy | 6 cloudy |
| 3 frosty | 7 sunny |
| 4 snowy | 8 rainy |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to write down the noun form of the adjectives in 1.
- Ask them what the adjectives all have in common (*they all end in -y*).
- Students work individually to write the nouns.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, remind students of the spelling rules when adding -y to a single-syllable word that ends in a consonant (*double the consonant and then add -y*).

Answers

- | | |
|---------|---------|
| 1 fog | 5 wind |
| 2 storm | 6 cloud |
| 3 frost | 7 sun |
| 4 snow | 8 rain |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must place the correct word(s) in each sentence.
- Ask students to read the words and the sentences and explain anything they don't understand. Elicit that the words are all geographical features.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class. Remind students that *desert* is spelt with one s, while *dessert* (the food) has two.

Answers

- | | |
|-------------|----------|
| 1 waterfall | 6 land |
| 2 desert | 7 rock |
| 3 continent | 8 valley |
| 4 lake | 9 sand |
| 5 cliff | |

EXTENSION ACTIVITY

Do a geography quiz. Prepare a list of questions about some of the geographical features in 3. For example, the world's tallest waterfall, the biggest desert, continent and lake. Add some more features if you wish, such as the highest mountain, the largest ocean, etc. You can ask students to name the feature or, to make it easier, give them multiple-choice questions.

Extra Task (for early finishers)

See photocopiable material on page 150.



Grammar 1 (SB page 99)

Before you read the Grammar box

- Revise gerunds and infinitives. Ask students to tell you the form of the gerund, the full infinitive and the bare infinitive and write them on the board as headings in three columns as below. Ask students when we use these forms and elicit that usage depends on the words they are used with. Ask students to look back at the Reading text for some examples and write them on the board in the correct column.

Gerund	Full infinitive	Bare infinitive
<i>love</i>	<i>prefer</i>	<i>have to</i>

- Remind students that there are verbs which can take either a gerund or an infinitive with and without a change in meaning. For example, *continue* + -ing / *to do* (no change); *remember doing* / *to do* (change in meaning).

1

- Read through the grammar theory with the class.
 - Write these gapped sentences on the board and ask individual students to come to the board and complete them with the correct form; gerund, full infinitive or bare infinitive. Tell students that one of the items can take two answers. Ask them to justify their answers.
- 1 We should ____ (leave) now. (leave)
 - 2 Before ____ (answer), think carefully. (answering)
 - 3 I can't afford ____ (go out) tonight. (to go out)
 - 4 We stopped ____ (work) and took a break. (working)
 - 5 ____ (swim) is really good for you. (Swimming)
 - 6 I was afraid ____ (enter) the haunted house! (to enter)
 - 7 Dad made me ____ (wash) the car. (wash)
 - 8 I don't mind ____ (revise) for exams. (revising)
 - 9 There wasn't enough snow ____ (go) skiing. (to go)
 - 10 It's nice ____ (see) you again. (to see)
 - 11 He continued ____ (train) for the marathon during the winter. (training, to train)

2

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

- a S
b D

Read 8.1-8.4 of the Grammar Reference on pages 170-171 with your students.

3

- Ask students to look at the photo and tell you what they see (*mountains, trees, snow, lake*).
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to quickly read the text 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. Ask them to justify their answers.

Answers

- | | |
|------------|------------|
| 1 Thinking | 8 to do |
| 2 come | 9 to use |
| 3 visiting | 10 skiing |
| 4 camp | 11 talking |
| 5 stay | 12 see |
| 6 shake | 13 to go |
| 7 to do | 14 waiting |

▶ EXTENSION ACTIVITY

Ask students to write a paragraph about a place of natural beauty in their country. They must describe the place and say what people can see and do there.

Extra Task (for early finishers)

See photocopiable material on page 150.

Vocabulary 2 (SB page 100)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the table and the sentences, and explain anything they don't understand. Point out to students that there are two answers for item 3.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.
- Once the table has been completed and checked, students can complete the sentences.
- They then check their answers in pairs before checking as a class.
- Point out to students that the verb *record* and the noun *record* are pronounced differently. (reCORD, verb; REcord, noun)

Answers

- | | |
|--------------------------|---------------|
| 1 pollution | 6 imagination |
| 2 compare | 7 believe |
| 3 imaginable/imaginative | 8 compare |
| 4 record | 9 Pollution |
| 5 belief | 10 recorded |

2

- Ask students to read the instructions and check that they understand what they have to do. Remind them to use the correct form of the expressions.
- Ask students to read the expressions in the orange box and explain anything they don't understand. Ask them what the expressions all have in common (*they all have weather words*). Ask them to try and guess the meanings from the context.
- Check pronunciation by saying each of the expressions in the orange box to the students and asking them to repeat after you. Correct where necessary.

- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 is raining cats and dogs (raining heavily)
- 2 be wet behind the ears (lacking experience)
- 3 is a fair-weather friend (a person whose friendship cannot be relied on in times of difficulty)
- 4 has his head in the clouds (daydreaming; out of touch with reality)
- 5 is as quick as lightning (very fast)
- 6 weather the storm (withstand a difficulty)

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.
- Tell students to read the whole sentence first and then to look carefully at the words before the preposition in order to make the correct choice.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------|---------|
| 1 from | 4 for |
| 2 with | 5 about |
| 3 from | 6 about |

▶ EXTENSION ACTIVITY

Students work in pairs. They make up a story about a day when they were out and it was raining cats and dogs. They must talk about where they were, what they did and how they got home.

Extra Task (for early finishers)

See photocopiable material on page 150.

Grammar 2 (SB page 101)

Before you read the Grammar box

- Revise/Introduce wishes. Explain that wishes can be expressed with *I wish* and *If only*. Write *I wish ... / If only ...* on the board and below it, these sentences in separate columns.

I've got a small house. I wish/If only I had a bigger house.

I bought a small house. I wish/If only I had bought a bigger house.

- Ask students to tell you which wish is for the present (*the first one*) and which is for the past (*the second one*). Explain that a wish for the past can express regret. Ask them to tell you which tense is used in the first sentence with *I wish/If only* (*past simple*), and which tense is used in the second sentence (*past perfect simple*).

- Ask students to tell you what they wish for. As they tell you, write their wishes on the board, with wishes for the present and the future in one column and those for the past in another.

- Explain to students that we can express annoyance with other people by using the structure *I wish + pronoun + would*.
- Revise/Introduce preferences. Explain that preferences can be expressed with *prefer*, *would prefer* and *would rather*. Write these sentences on the board.
He prefers tennis.
He prefers playing tennis (to playing football).
He prefers to play sport (rather than watch it on TV).
They would prefer to eat now (rather than eat later).
They would rather eat now (than eat later).
- Elicit that *prefer* can be followed by a noun, a gerund or a full infinitive. Elicit that *would prefer* is followed by a full infinitive and *would rather* is followed by a bare infinitive.

1

- Read through the grammar theory with the class.
- Tell students to pay special attention to the tenses used to express wishes, and the different structures (full and bare infinitive) used to express preferences.
- Ask students to write one wish each for the past, present and future. Then ask students to write a sentence complaining about an annoying situation. Repeat with preferences; ask students to write one general preference and one for a particular situation.
- They may look at the sentences in the grammar theory to help them. Check the students' sentences to make sure they understand fully before moving on to 2.

2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

- a wish in the present
- b general preference
- c regret about the past

Read 8.5-8.6 of the Grammar Reference on page 171 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 examples in the grammar theory to help them. Tell them that two of the gaps can have two answers.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 cycle
- 2 had
- 3 would stop
- 4 had asked
- 5 taking/to take
- 6 working, going out
- 7 wasn't/weren't
- 8 walk, take
- 9 hadn't polluted
- 10 could help out

EXTENSION ACTIVITY

Ask students to imagine a situation they are sorry about or where things are not as they would like them to be. For example, perhaps they have failed an important exam or maybe they have to do something they don't want to do. They must write sentences expressing their regrets about the situation. Help with vocabulary if necessary, and remind students to refer back to the grammar theory for help.

Extra Task (for early finishers)

See photocopiable material on page 150.



Listening (SB page 102)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look at the picture and tick the words which go with it.
- Ask students to read the words and answer any queries they may have about them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should tick 1, 2, 3, 4 and 6.

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 it is sometimes easier to answer a multiple-choice question if they only look at the question and try to answer it themselves rather than looking at the options and becoming confused. Once they have an answer, then they can compare it to the options and find the one that is closest in meaning.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must listen and answer questions about what they hear.
- Go through the questions with students and explain any unknown words.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, but do not give students the answers at this stage.

Answers

- 1 Snowdonia National Park (*It's located in the Snowdonia National Park – which is where we are now, of course.*)
- 2 8 miles (*The total distance of today's walk is 8 miles ...*)
- 3 that it means snow hill (*The name Snowdon means 'snow hill' in Old English.*)
- 4 cloudy and cold/colder (*It will probably become cloudy at around lunchtime, and the temperature will drop as we climb higher.*)
- 5 wrap up warm, wear good boots (*It's extremely important that you wrap up warm. Don't forget your hats, gloves and raincoats, and of course good, strong walking boots.*)

See the recording script on page 139.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Play the recording and ask students to circle their answers. 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

- 1B *It's located in the Snowdonia National Park – which is where we are now, of course.*
 2D *The total distance of today's walk is 8 miles ...*
 3C *The name Snowdon means 'snow hill' in Old English.*
 4A *It will probably become cloudy at around lunchtime, and the temperature will drop ...*
 5B *It's extremely important that you wrap up warm. Don't forget your hats, gloves and raincoats, and of course good, strong walking boots.*
 6D *Don't forget your hats, gloves and raincoats (to keep warm)*

See the recording script on page 139.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look back at their answers to questions 1-5 in 2.
- In pairs, students discuss whether the questions in 2 helped them to choose the correct answers in 3.
- Time permitting, discuss as a class.

Answers

Students' own answers, but elicit from students that the tip in the Download box (look at the options, think of an answer and then compare it to the options to find the one closest in meaning) is useful when they need to find the correct answer in this type of task.

Speaking (SB page 103)

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

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Assure students that if they don't know much about the subject of the photos, it is perfectly acceptable for them to speculate and use their imagination. In such cases, they must use suitable language for speculating.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to complete the sentences about the photographs (A and B in 3) in their own words and write as many endings as possible. Point out the words and phrases in the sentences for speculating. Ask students to underline them (*could, might, it's possible that, it's probably, I'm not entirely sure but*).
- Students work individually to complete the task.
- When they are ready, ask them to read out their sentences.

Suggested answers

- 1 The people in Photograph A could be on winter holiday.
 2 The man in Photograph B might be in a windsurfing race.
 3 It's possible that they are in the mountains.
 4 It's probably very cold in the first picture.
 5 I'm not entirely sure, but maybe he's on a holiday in a hot country.

3

- Go through the *Language Bank* with the students and make sure they understand the words/phrases and how to use them. Refer them back to 2 if they need help.
- Ask students to read the instructions and check that they understand what they have to do. (*Photographs A and B: Firstly, Student A must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question about the weather and the activities. Student B must reply to one question about their preference between the two activities. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their similarities and differences, and then he/she must answer the specific question about life in two different places. Student A must reply to one question about their preference between the two places.*)
- 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 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



TOP TIP

Exploit any spontaneous conversations that arise in the class. These could come from something that a particular student says in response to the lesson or an unrelated matter that is of interest. Encourage the rest of the class to join in.



Writing (SB pages 104-105)

Story: From a sentence to a story

• Ask students to read the information on writing a story from a sentence. Make sure students understand that the story they write must flow logically from the opening sentence, which will also set the scene. In order to do this, they need to ask themselves questions that will help them to build on the first sentence.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to answer the questions with a partner to build a story about a character called Tom.
- Ask students to read the questions and answer any queries they might have about them.
- Students work in pairs to complete the task.
- When students are ready, ask some of them to read out their notes.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do (*look at three different opening paragraphs about Tom and answer questions about them*).
- Ask students to read the opening paragraphs and explain any unknown words.
- Students work individually to complete the task.
- Check answers as a class. Once the answers have been checked, ask students if any of the opening paragraphs were similar to theirs.
- Point out that when writing a story, they need to use past tenses. Ask students to find and underline the past tenses used in the three opening paragraphs. Draw their attention to that fact that all three opening paragraphs use the past perfect simple to talk about events further back in time.

Answers

1

- a on the phone
- b on the radio
- c on the television

2

- a He had got a new job.
- b He was going to be rescued.
- c One of his attackers had been caught.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and explain anything they don't understand.

- Emphasise that the story must begin with those words.
- Students work individually to answer the question.
- Check answers as a class.

Answers

Suggested questions: *Where is Annie?, Who are 'they'?, How did they get lost?*

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the story that was written in answer to the writing task in 3 or ask a strong student to do so and explain anything they don't understand.
- Ask students if they think it is a good story and ask why/why not. Then look at the questions in depth to analyse the task.
- Students work individually to complete the task.
- Check answers as a class.
- Once answers have been checked, ask students to look at the opening paragraph of the story again and to tell you which tense the writer has used to set the scene (*It was raining heavily ... past continuous*). Tell them that this is a very effective way to set the scene in a story.

Answers

- 1 Yes
- 2 It was sunny.
- 3 It was raining heavily.
- 4 To change the atmosphere from happy to frightening
- 5 Students should circle *exhausted* and *relieved*.

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LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the two sections and explain any unknown words.
- Point out the sentences with the past continuous used for setting the scene.

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write a description of the weather in order to set the atmosphere for the two story situations. Make sure students understand that these are situations and not the opening sentences of stories. Remind them to use the *Language Bank*.
- Students work individually to complete the task.
- When they are ready, ask them to read out their sentences.

Answers

Students' own answers

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to use adjectives to describe how people feel in the situations. Remind them to use the *Language Bank*.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

Suggested answers

- 1 excited, happy, proud
- 2 frightened, horrified, scared
- 3 lonely, miserable, disappointed
- 4 worried, anxious
- 5 happy, relieved

EXTENSION ACTIVITY

Students write their own opening sentence for a story and swap with a partner. They then write an opening paragraph beginning with the sentence their partner has written. Help with vocabulary and grammar if necessary. When students are ready, ask them to read out their opening paragraphs.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write a story and that it must begin with the sentence given.
- Go over the *Plan* with the students. Stress the importance of setting the scene and remind them that using the past continuous is a good way to do this. Remind them to ask themselves questions about the character and the situation like the questions in 1, 2 and 3 in order to build their story. Finally, remind them to write an ending for their story.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students that they must build their story from the opening sentence and that the opening paragraph must set the scene. Tell them their story must flow logically from there. Remind them to create atmosphere by describing the weather, and to make the story more interesting with descriptive adjectives and adverbs.
- Remind them to use words and structures from the *Language Bank*.

Reload 8 (SB page 106)

Objectives

- To revise vocabulary and grammar from Unit 8.

Revision

- Tell students that Reload 8 revises the material they saw in Unit 8.
- 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 can 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&2: Revise the weather adjectives and nouns by reading out these sentences and asking students to tell you what the weather must be like (using the adjectives) and then also telling you the noun form.

- 1 I need a hat. (*sunny, sun*)
- 2 I'm freezing! (*frosty, frost*)
- 3 I can't see. (*foggy, fog*)
- 4 I'm wet! (*rainy, rain*)
- 5 I'm scared. (*stormy, storm*)
- 6 I lost my hat. (*windy, wind*)
- 7 Everything's white. (*snowy, snow*)
- 8 I can't see the sun. (*cloudy, cloud*)

- 3: Revise the words for geographical features by reading each one out and asking students to explain what they are (*cliff = high rocks beside the sea; continent = one of the seven main geographical areas on Earth; desert = a hot, dry area with no plants; lake = a large area of water that has land all around it; land = the surface of the Earth that is not sea; rock = a large piece of stone; sand = found on the beach and in deserts; valley = low land between mountains; waterfall = water that falls down from a high place*).

Vocabulary 2

- 1: Practise word formation. Write these verbs on the board and ask individual students to come to the board and write the nouns and adjectives.

- 1 pollute (*pollution, polluted*)
- 2 compare (*comparison, comparable*)
- 3 imagine (*imagination, imaginable/imaginative*)
- 4 record (*record, recorded*)
- 5 believe (*belief, believable*)

- 2: Practise collocations & expressions. Read out these questions about the expressions and ask individual students to answer them.

- 1 If you weather the storm, are you OK or are you in trouble? (*you're OK*)
- 2 If you have your head in the clouds, do you know what is happening around you? (*no*)
- 3 If you are as quick as lightning, are you bright or are you fast? (*fast*)
- 4 If it's raining cats and dogs, will you get very wet? (*yes*)
- 5 If you are wet behind the ears, do you have experience in something? (*no*)
- 6 Will a fair-weather friend help you if you are in trouble? (*no*)

- 3: Practise prepositions. Write these sentences on the board and ask students to choose the correct preposition.

- 1 I'm worried about / for my exams. (*about*)
- 2 How can I prevent him at / from entering the building? (*from*)
- 3 Who warned you about / with the tornado? (*about*)
- 4 They provided the mountain climbers in / with raincoats. (*with*)
- 5 Are you going to volunteer for / to the animal shelter? (*for*)
- 6 The baby bird fell out of the tree, but I saved it for / from the cat. (*from*)

Grammar Revision

Grammar 1

Practise gerunds and infinitives.

- Revise gerunds and infinitives by writing these sentences on the board and asking individual students to choose the correct form.

- 1 *Jim enjoys to play / playing chess. (playing)*
- 2 *Where did you learn speaking / to speak French? (to speak)*
- 3 *Are you thinking of visiting / visit China? (visiting)*
- 4 *Hello, I'm pleased meet / to meet you. (to meet)*
- 5 *I let my dog sleep / to sleep on my bed. (sleep)*
- 6 *We regret to inform / informing you that the flight has been cancelled. (to inform)*
- 7 *Oh, no! I forgot to bring / bringing my sunglasses. (to bring)*
- 8 *You'd better wear / to wear a warm coat today. (wear)*
- 9 *I would love visit / to visit Portugal. (to visit)*
- 10 *To jog / Jogging is good for you. (Jogging)*
- 11 *You shouldn't to stay / stay up so late. (stay)*
- 12 *This film is too boring watching / to watch. (to watch)*

Grammar 2

Practise wishes and preferences.

- Read out these situations and ask individual students to respond with *I wish* or *If only*.

- 1 *I ate all the chocolate and now I feel sick. (I wish/ If only I hadn't eaten all the chocolate.)*
- 2 *Jim needs to know the answer. (Jim wishes he knew the answer./If only Jim knew the answer.)*

- 3 *Your friend phones you all the time and it's annoying. (I wish you wouldn't phone me all the time.)*
- 4 *It's hot today and Sam doesn't like it. (Sam wishes it wasn't/weren't hot today.)*

- 5 *You want to go to Bob's party, but you can't. (I wish I could go to Bob's party.)*

- 6 *Tony dropped his phone and now it doesn't work. (Tony wishes he hadn't dropped his phone./If only Tony hadn't dropped his phone.)*

- Write these structures on the board and ask students to talk about their preferences in sport, holiday destinations, school subjects, music.

prefer + noun + to + noun

prefer + gerund + to + gerund

prefer + full infinitive + rather than + bare infinitive
would prefer + full infinitive + rather than + bare infinitive

would rather + bare infinitive + than + bare infinitive

- Students are now ready to do Reload 8.
- 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 2a 3c 4a 5d 6a 7b 8b 9c

Grammar

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

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Objectives

- To revise vocabulary and grammar from Units 7 and 8.

Revision

- Tell students that Progress Review 4 revises the material they saw in Units 7 and 8.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress 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 40 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

Revise words for health.

- Unit 7, Vocabulary 1, Exercise 1: Write these words on the board and ask individual students to explain what they are.

- bandage (cloth that you wrap around a part of your body to protect it)*
- injection (medicine that enters the body through a needle)*
- medicine (you take it when you are ill)*
- ointment (a cream for skin problems)*
- plaster (stick it on/over a cut)*
- prescription (a note for the pharmacy/chemist's from a doctor saying what medicine you need)*
- syrup (a medicine you drink)*
- tablets (a medicine that you take with water)*

- Unit 7, Vocabulary 1, Exercise 2: Write these words on the board. Then ask individual students to respond to your questions with one of the words.

- cough, depression, earache, flu, illness, infection, temperature, toothache*
- My forehead is hot. What have I got? (a temperature)*
 - I feel very, very sad. What's wrong with me? (depression)*
 - What's another word for sickness? (illness)*
 - I need a dentist. What's my problem? (toothache)*
 - The noise of what can prevent you from sleeping? (a cough)*
 - My ear hurts. What's wrong with me? (earache)*
 - I've got a sore throat and my eyes are watery. What have I got? (flu/infection)*
 - If you wear a mask over your nose and mouth, you might not get what? (an infection/the flu/an illness)*

- Unit 7, Vocabulary 1, Exercise 3: Write these words on the board and ask students where they can all be found (*in a hospital*) and to answer your questions with the correct word.

- ambulance, canteen, laboratory, operating theatre, pharmacy, ward*
- Where are the beds in a hospital? (in a ward)*
 - Where do they do tests at a hospital? (in a laboratory)*
 - What takes people to hospital? (an ambulance)*
 - Where do they perform operations? (in an operating theatre)*

- Where can you get medicine at a hospital? (at the pharmacy)*
- Where can you get food and drink? (at a canteen)*

Revise words for the natural world.

- Unit 8, Vocabulary 1, Exercises 1 and 2: Revise the weather adjectives and nouns by asking students to describe weather that is *foggy, stormy, frosty, snowy, windy, cloudy, sunny* and *rainy*. Tell them to use the nouns in their descriptions.

- Unit 8, Vocabulary 1, Exercise 3: Write these words on the board and ask students to answer your questions about them.

cliff, continent, desert, lake, land, rock, sand, valley, waterfall

- Which is dry? (desert)*
- Which is full of water? (lake)*
- Which is between mountains? (valley)*
- Which two can be very high? (cliff, waterfall)*
- Which can break a window? (rock)*
- Which is the biggest? (continent)*
- Which can you build a house on? (land)*
- Which can you find at the beach? (sand)*

Revise collocations & expressions.

- Unit 7, Vocabulary 2, Exercise 1: Write these words and gapped expressions on the board. Ask students to complete the gaps.

- doctor, dumps, fiddle, neck, tired, weather*
- under the ____ (weather)*
 - a ____ (fiddle)*
 - sick and ____ (tired)*
 - just what the ____ ordered (doctor)*
 - down in the ____ (dumps)*
 - a pain in the ____ (neck)*

- Unit 8, Vocabulary 2, Exercise 2: Write these words and gapped expressions on the board. Ask students to complete the gaps.

- clouds, dogs, ears, friend, lightning, storm*
- a fair-weather ____ (friend)*
 - as quick as ____ (lightning)*
 - wet behind the ____ (ears)*
 - weather the ____ (storm)*
 - have your head in the ____ (clouds)*
 - rain cats and ____ (dogs)*

Revise phrasal verbs.

- Unit 7, Vocabulary 2, Exercise 2: Ask students these questions using the phrasal verbs.

- What can you fill in? (a form)*
- What can you come down with? (an illness, flu, etc)*
- How do you feel when something gets you down? (sad)*
- What can go up when you are sick? (temperature)*
- What can wear off? (medicine)*
- What can you get over? (an illness, flu, etc)*

Revise word formation.

- Unit 7, Vocabulary 2, Exercise 3: Read out these verbs and ask individual students to write the noun forms on the board.

- concentrate (concentration)*
- treat (treatment)*
- invite (invitation)*
- operate (operation)*
- encourage (encouragement)*
- punish (punishment)*
- describe (description)*
- embarrass (embarrassment)*

• Unit 8, Vocabulary 2, Exercise 1: Read out these verbs and ask individual students to write the noun and adjective forms on the board.

- 1 pollute (pollution, polluted)
- 2 compare (comparison, comparable)
- 3 imagine (imagination, imaginable/imaginative)
- 4 record (record, recorded)
- 5 believe (belief, believable)

Revise prepositions.

• Unit 8, Vocabulary 2, Exercise 3: Write these words on the board in two columns. Ask students to match the verbs with the prepositions. After they have matched them, ask them to use the phrases in sentences.

prevent	about (X2)
provide	for
save	from
volunteer	with
warn	
worry	

(prevent from, provide with, save from, volunteer for, warn about, worry about)

Grammar Revision

Revise modals and perfect modals.

• Write the functions on the board and ask students what they mean. They may use L1. Then read out these sentences and ask students which function they show. *ability, permission, requests, offers, suggestions, obligation & necessity, prohibition, possibility, advice & criticism, deduction*

- 1 You could try that new pharmacy; it might be open. (suggestion; possibility)
- 2 Jenny can't have bought a new car; she's got no money! (deduction)
- 3 She may have seen us, but I'm not sure. (possibility)
- 4 Can you come with me to the doctor? (request)
- 5 You shouldn't have spoken to me like that. (advice & criticism)
- 6 Would you like me to help you? (offer)
- 7 They mustn't go into the laboratory. (prohibition)
- 8 Dad says I'm not allowed to go out. (permission)
- 9 Kate wasn't able to walk to the park; she has a broken leg. (ability)
- 10 You needn't have brought dessert; I made a cake. (obligation & necessity)

Revise gerunds and infinitives.

• Read out the start of the sentences and ask students to complete them in their own words using gerunds or infinitives.

- 1 Why don't we go ...? (gerund)
- 2 He refused ... (full infinitive)
- 3 We'd better ... (bare infinitive)
- 4 I remembered ... (gerund or full infinitive)
- 5 We spent time ... (gerund)
- 6 You shouldn't ... (bare infinitive)
- 7 My teacher made me ... (bare infinitive)
- 8 They prevented us from ... (gerund)
- 9 I'd rather ... (bare infinitive)
- 10 We were sorry ... (full infinitive)

Revise wishes and preferences.

• Write these sentences on the board and ask students to correct the mistakes.

- 1 They would rather to meet us later. (to meet → meet)
- 2 I wish you stop talking; I'm trying to study. (stop → would stop)
- 3 It's so sunny. I wish I brought my sunglasses. (brought → had brought)
- 4 Dad prefers sleep to working! (sleep → sleeping)
- 5 I wish I can go with you to Santorini! (can → could)

- 6 If only I didn't spent so much money yesterday. (didn't spend → hadn't spent)
- 7 I'm hungry. If only I have something to eat. (have → had)
- 8 Jack would prefer eat at home. (eat → to eat)

• Students are now ready to do Progress Review 4.
• 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.

Vocabulary

Answers

- | | |
|-----------|-------------|
| 1 cliff | 5 ointment |
| 2 plaster | 6 ward |
| 3 valley | 7 toothache |
| 4 cloud | 8 frosty |
-
- | | |
|----------|-----------|
| 2 dumps | 5 tired |
| 2 clouds | 6 fit |
| 3 cats | 7 pain |
| 4 storm | 8 weather |
-
- | | |
|----------------|-----------------|
| 3 operation | 4 embarrassment |
| 2 invitation | 5 believe |
| 3 prescription | 6 imaginative |
-
- | | |
|------------------------------------|--|
| 4 is wearing off | |
| 2 to fill in | |
| 3 get you down | |
| 4 prevented/stopped us from going | |
| 6 should warn their children about | |
| 7 are provided with | |

Grammar

Answers

- | | |
|--------------------|-----------------|
| 1 Can you | 6 Shall |
| 2 must have rained | 7 shouldn't |
| 3 shouldn't | 8 are able to |
| 4 may | 9 didn't need |
| 5 mustn't | 10 were able to |
-
- | | |
|----------------|--------------|
| 2 Getting over | 5 walking |
| 2 to invite | 6 go |
| 3 lived | 7 had called |
| 4 raining | 8 to have |
-
- | | |
|--------------------------------|--|
| 3 would not embarrass me | |
| 2 are not allowed | |
| 3 was not able to read | |
| 4 could/might/may be suffering | |
| 5 I had believed | |
| 6 wishes he had some | |
-
- | | |
|--------------|------------------|
| 4 must | 6 aren't able to |
| 2 could | 7 can |
| 3 to have | 8 ought to |
| 4 to explore | 9 polluting |
| 5 to study | 10 make |