

10

Our World



Unit plan

Reading:

comprehension questions, realising the questions are in the same order as the information in the text

Vocabulary:

words related to the world around us, animals and the weather, prepositions

Grammar:

future simple, *be going to*

Listening:

multiple choice (independent items), understanding paraphrasing

Speaking:

discussion and decision making (photo-based), talking about animals, the countryside and problems with our world, using phrases to start the conversation and to take turns

Writing:

postcard, using the correct tenses, using interesting vocabulary

Unit Opener (SB page 125)

- You may use L1 during the class discussion.
- Ask students to read the title of the unit and say how it relates to the picture (*The title is 'Our World' and the picture is of planet Earth with many smaller pictures of animals, landscapes and places on it.*).

1

- Ask students to read the instructions and check that they understand what they have to do.
- Tell students to write down their list of animals in English. Make sure they understand what *air*, *land* and *sea* mean. Explain that they should bear these three elements in mind when they are thinking of animals to add to their list.
- Students work in pairs. Set a time limit of a few minutes. When students are ready, they can read out their list of animals to the class. Write the name of each pair on the board and the number of animals they named. Declare a winner.

Answers

Student's own answers



TOP TIP

Take the opportunity to expand your students' knowledge of the world by exploring geography. In this unit, students could be asked to research a famous geographical feature in their country or anywhere else in the world, and present a fact file with information about its location and importance.

Let's talk about it!

- What is your favourite animal?
- Why is it important to protect the planet?
- What is something you can do at home to help the planet?

DVD 10

Summary of DVD 10: The video is about the beauty of our world and the dangers to its survival. It begins with a look at different natural environments and animals. Then it goes on to show different kinds of weather in the world. It ends with a look at the problems of rubbish and the warming of the oceans. It ends with a belief that we can change the future to avoid a catastrophe.

Answer

rubbish

Reading (SB pages 126-127)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to answer two questions, one about what problems are shown in the pictures and the other about how the pictures make them feel.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.

Answers

Suggested answers

They show bad things that people are doing to the land, the sea and the air.

They make me feel sad / worried.

Students can expand on what they say, in L1 if necessary (*The first picture shows rubbish that people throw away. The second picture shows plastic bags and bottles in the sea, and a turtle with a plastic bag in its mouth – it thinks it's food. The third picture shows air pollution from factories. The pictures make me feel sad for the environment, especially the turtle. They also make me very angry because humans are causing this pollution.*).

2

- Ask students to read the instructions and check that they understand what they have to do. Tell them more than three problems are mentioned in the fact sheet, but they only need to find three for the task.
- Ask students to skim read the text 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 discuss their answers in pairs before discussing as a class.

Answers

Students should mention any three from: the oceans aren't clean and safe, there is a lot of plastic in the water, fish and sea animals are dying, the oceans are getting warmer, plants are dying too, and life in the oceans is dying.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Remind students that they did the same task type in Units 3 and 6 and that they need to answer the questions in their own words. Tell them that in this kind of task, the questions are in the same order as the information in the text, so the first question is about information at the start of the text, while the final question is about information at, or close to, the end of it. Explain that this will help them to complete the task because they won't need to read the whole text in order to find the answer each time.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must answer the questions in their own words.
- Ask students to read the questions and explain anything they don't understand.
- Encourage students to use the tip from the *Download* box when doing the task and elicit that the questions are in the same order as the information in the text.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- the Arctic Ocean (*From the biggest to the smallest ...and the Arctic Ocean.*)
- People (catch) fish and sell fish, and work on boats and ships. (*Some people catch fish ... take things from one place to another.*)
- swimming, surfing and sailing (*... we go swimming, surfing and sailing in the water.*)
- because there is a lot of rubbish in the water (*There is a lot of rubbish in the water ...*)
- because some fish eat them (*When sea plants die, some fish don't have enough food to eat and they die too.*)

4

- Ask students to read the instructions and check that they understand what they have to do. Remind students that the words in the orange box are in the text and that they should find them because seeing them in context will help them to complete the task.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- 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 forests	4 oceans
2 earth	5 beaches
3 world	

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must create a poster for World Oceans Day.
- Ask students to read the bullet points and explain anything they don't understand. Explain that these points cover the most useful information for anyone interested in World Oceans Day.
- Students make their poster in pairs.
- Monitor and help with vocabulary and grammar if necessary.
- Make a note of any mistakes to go over with the class afterwards.
- Time permitting, students may present their poster to the class.
- Decorate the classroom with your students' posters.

Answers

Student's own answers

► EXTENSION ACTIVITY

Ask students to write a few sentences about what they do at the beach and how they feel when they are there. Monitor and help with vocabulary and grammar. When students are ready, they may read out their sentences to the class.

a-z Vocabulary 1 (SB page 128)**1**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the things in the pictures with the words in the list.
- Ask students to read the words in the list and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- 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 list to the students and asking them to repeat after you. Correct where necessary.

Answers

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

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the words from 1.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.

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

Answers

1 river	4 lake
2 volcano	5 sky
3 island	6 mountain

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the sentences with the words in the orange box. Tell them the words are related to places and things in nature.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- 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 countryside	4 farm
2 desert	5 grass
3 jungle	6 field

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the prepositions (*at, in, on*). Tell them they are prepositions that are used with certain words when we talk about nature.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

1 in	5 on
2 at	6 in
3 on	7 on
4 in	8 in

► EXTENSION ACTIVITY

Ask students to work in pairs. They ask and answer questions about what can be seen in the places in 4 (*in the sky, at the beach, on an island, in the sea, on land, in the countryside, on a farm, in a field*). Write the following prompt on the board and tell students to use it when they ask their questions: *What can you see ...?*

Extra Task (for early finishers)

See photocopyable material on page 134.



Grammar 1 (SB page 129)

Before you read the Grammar box

- Introduce the future simple. Write the following sentences on the board. Remind students that sentence 1 is in the past simple and sentence 2 is in the present simple. Tell them that sentence 3 is in the future simple.

- 1 *He went to an island last summer.*
- 2 *He goes to an island every summer.*
- 3 *He will go to an island next summer.*

1

- Read through the grammar theory with the class.
- Make sure students understand that when we use the future simple, we use *will* or *won't* with the bare infinitive of the verb, that is, we don't change the form of the verb.
- Go over the time expressions and explain the meaning of *this, next* and *soon* when used to talk about the future.
- Ask students to look back at the text in Reading and ask them these questions. Tell them to reply with the future simple. Accept any logical answers.

- 1 *What will happen to the oceans?*
- 2 *Will more sea plants and animals die?*
- 3 *Will you help on World Oceans Day?*

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the examples in 1 again and answer the question.
- Refer them to the grammar theory to help them answer the question if necessary.
- Check answer as a class.

Answer

We form the future simple with *will/won't* and the main verb.

Read 10.1 of the Grammar Reference on page 147 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the verbs given in the future simple.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them to use the correct form of *will* with the bare infinitive of the verb for the future simple. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1 will visit	5 won't be
2 will go	6 will live
3 will be	7 will learn
4 will have	8 won't find

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to complete the questions and short answers with the words given using the future simple.
- Ask students to read the dialogues and explain anything they don't understand.
- Remind them to use the bare infinitive form of the verb for questions, and the correct form for short answers in the future simple. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- Will they find, will
- Will you see, won't
- Will he take, will
- Will you throw, won't
- Will our team win, won't
- Will the scientists wear, will
- Will you live, will
- Will the city be, will

► EXTENSION ACTIVITY

Students work in pairs. They tell their partner about their lives in the future. They can talk about the job they will do, where they will live, what their family will be like, what their city/country will be like, etc.

Extra Task (for early finishers)

See photocopiable material on page 134.

**Vocabulary 2** (SB page 130)**1**

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the animals in the pictures with their names in the list.
- Ask students to read the names of the animals in the list and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- 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 names of the animals in the list to the students and asking them to repeat after you. Correct where necessary.

Answers

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

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the words in the orange box.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.

- 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

- need
- save
- catch
- die
- hope
- believe
- change

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the picture and complete the sentences with the words in the orange box.
- Ask students to read the words in the orange box and explain anything they don't understand. Elicit that the words in the orange box are adjectives that we use to talk about the weather. Tell them that the degrees Celsius (°C) in each sentence will help them to decide what the weather is like, and that the adjectives are in order from the lowest to the highest temperature.
- Draw students' attention to the example and go over it with them.
- 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 adjectives in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- freezing
- cold
- cool
- warm
- hot

4

- 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. Explain that the words in the orange box are nouns for types of weather and that they need to complete the first row of the table with the nouns and then write the adjective form of the nouns in the second row.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the first part of the task. They then check their answers in pairs before checking as a class.
- Students work individually to complete the second part of 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 and the adjectives in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

1 ice	7 icy
2 rain	8 rainy
3 sun	9 sunny
4 cloud	10 cloudy
5 wind	11 windy
6 fog	12 foggy

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with words from 4.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to read the sentences carefully in order to decide if they require a noun or an adjective.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- rainy
- fog
- windy
- ice
- cloudy
- sunny

► EXTENSION ACTIVITY

Students work in pairs. They tell each other what their favourite and least favourite kind of weather is.

Extra Task (for early finishers)

See photocopiable material on page 134.

Grammar 2 (SB page 131)**Before you read the Grammar box**

- Introduce *be going to*. Write these sentences on the board and tell students that as well as using the future simple to talk about the future, we can also use *be going to*.

- 1 *I'm going to visit a farm tomorrow.*
- 2 *Be careful! That snake is going to bite you!*

1

- Read through the grammar theory with the class.
- Make sure students understand that when we use *be going to*, we use the correct form of *be going to* with the bare infinitive of the verb, that is, we don't change the form of the verb.
- Refer students back to the time expressions for the future simple on page 129 of their Student's Book. Tell them they can use all of them with *be going to* as well. Remind them that we use the future simple to make predictions (to say what we believe will happen) about the future. However, we use *be going to* to talk about future plans and things we have decided to do in the future, and for predictions and things we expect to happen in the near future because of something we know or can see now.

- Write this question from the text in Reading on the board and ask students which use of *be going to* it shows.

What are you going to do on World Oceans Day? (to talk about future plans and things we have decided to do in the future)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the examples in 1 again and answer the question.
- Refer them to the grammar theory to help them answer the question if necessary.
- Check answer as a class.

Answer

We form *be going to* with the verb *to be* + *going to* + the main verb.

Read 10.2 of the Grammar Reference on page 147 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the verbs given using *be going to*.
- Ask students to read the sentences and explain anything they don't understand.
- Remind them to use the correct form of *be (am, is, are)* depending on the subject of the sentence, and the bare infinitive. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 is going to become
- 2 are going to look for
- 3 are going to watch
- 4 aren't going to catch
- 5 are going to save
- 6 aren't going to swim
- 7 isn't going to walk
- 8 am not going to drive

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the questions and short answers with the words given using *be going to*.
- Ask students to read the dialogues and explain anything they don't understand.
- Remind them again to use the correct form of *be (am, is, are)* depending on the subject of the sentence, and the bare infinitive form of the verb for questions, and the correct form of *be* for short answers. Refer them to the grammar theory for help if necessary.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Are they going to visit, are
- 2 Are you going to look after, am
- 3 Is the desert going to be, is
- 4 Is Kim going to come, isn't
- 5 Are we going to see, aren't, is going to be
- 6 Are the boys going to sit, are
- 7 Is he going to live, is
- 8 Am I going to find, aren't

► EXTENSION ACTIVITY

Ask students to write sentences about their plans for the weekend. Tell them to use *be going to*, and to include affirmative and negative sentences. Monitor and help with vocabulary and grammar if necessary. When students are ready, they may read out their sentences to the class.

Extra Task (for early finishers)

See photocopyable material on page 134.

Listening (SB page 132)**1**

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to write down all the words they can think of for each of the answer choices.
- Ask students to read the question and the answer choices, and explain anything they don't understand. Remind them they need to think of vocabulary related to the countryside and to a town. Tell them to write the words in a list as they will need this for a later task.
- Students work in pairs to write down their ideas before discussing as a class.
- Explain to students that reading the question and the answer choices to predict the language they will hear is a good listening technique.

Answers

Suggested answers

A animals, fields, river, cows, sheep, farm, quiet
B streets, buildings, traffic, cars, noise, roads

2

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they must listen for the words they wrote down in 1 and put a tick next to them in their list.
- Play the recording.
- Students work in pairs before discussing how many words they ticked as a class.

Answers

Students own answers, but words heard in the recording:

A river, fields, animals, cows, sheep
B traffic, roads

See the recording script on page 123.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they must now listen in order to answer the question in 1.
- Play the recording again and ask students to choose their answer.
- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.
- Point out that the speaker doesn't use the word 'countryside', but we understand this is the answer because the words she uses describe the countryside.

Answers

A Hi, Matt. I'm going to visit my grandparents this weekend. Do you want to come? I think you'll really like it. Their house is next to the river and they've got fields with lots of animals – cows and sheep. I know you love animals! We can drive there, but it's quicker to go by train because there will be a lot of traffic on the roads on Saturday morning.

See the recording script on page 123.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Explain to students that in this task type, the words they hear may not be the same as the words in the answer choices, so they must listen carefully to understand what the speaker is saying and how this relates to the answer choices.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and the answer choices, and explain anything they don't understand.
- Remind them to think of words related to each of the answer choices. Give them a minute to do so before playing the recording. Remind them also to listen carefully to understand what the speaker is saying and how this relates to the answer choices.
- Play the recording and ask students to choose their answers.
- Play the recording again for students to check their answers or change them. 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

1A ... we jumped into the water ... So clean and blue!
2B ... I heard on the radio that it's going to be cold later. And it's going to rain.
3A ... the long grass ... the beautiful flowers ... They're cows.
4A I watched a video about that on YouTube. It's a big problem.
5B It hasn't got any ears! / It hasn't got any legs, but it's really fast!

See the recording script on page 123.

Speaking (SB page 133)

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

Student's own answers

TOP TIP

As this is the final unit of the book, get feedback from the students and involve them in their learning by asking them what they liked most about the course. Ask them about their favourite topics and activities. Also ask them about what they didn't enjoy as much and why.

2

- Ask students to read the instructions and check that they understand what they have to do. Explain that there are phrases we can use to start a conversation or to take turns. Tell them these should always be polite.
- Refer students to the *Language Bank* and go through all the sections with the students. Make sure they understand that they must be polite, and for this reason, none of the statements use the imperative.
- Ask students to read the dialogues and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- Do you want me to start?
- You go first.
- Do you want to talk about this picture?
- Which picture do you want to talk about?

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words in L1.
- Remind students that they did this task type in Units 2 and 4, and that it requires them to have a conversation about all the different options for a given situation. Tell them they need to use phrases to start the conversation and then to take turns to speak. Explain that they have to give their opinion, but they must also listen to their partner's ideas too, just as they would in a normal conversation in their own language.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Explain that they need to discuss the specific situation, which is that a person (Eddie) has to do a project about a problem in our world and that they need to discuss and decide which of the five ideas would be the best for his project. Tell them they must keep this in mind as they discuss each option.
- Go through the *Language Bank* again with the students and make sure they understand the ways for starting a conversation, asking your partner to start, taking turns and responding. Ask them to look back at 2 to see how these phrases are used.
- Remind students again to discuss all of the options.
- Students work in pairs to complete the task. Tell them to take it in turns to choose an idea and talk about it.
- 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 and say which idea is best for Eddie and to give reasons for their choice.
- Time permitting, continue until all students have had a turn.

Answers

Student's 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

Student's own answers

Writing (SB pages 134-135)

Postcard: Using the correct tenses

- Ask students to read the information on postcards and using the correct tenses.
- Explain to students that when we write a postcard, we often use different tenses to talk about our activities. Remind them we use the present simple to talk about facts and general truths and the present continuous to talk about what we are doing now. If necessary, refer them back to the grammar theory for these tenses on page 79 of their Student's Book. Remind them also we use the past simple to talk about activities we did in the past. If necessary, refer them back to the grammar theory for this tense on pages 103, 105, 117 and 119 of their Student's Book. Finally, remind them that we use the present continuous or *be going to* to talk about future plans. If necessary, refer them back to the grammar theory for *be going to* on page 131 of their Student's Book.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to match the sentences with the correct tenses.
- Tell them to decide if the actions in the sentences are in the present, past or future.
- Ask students to read the sentences and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

present simple: 2 and 4
 present continuous: 3 and 7
 past simple: 1 and 6
 present continuous or *be going to*: 5 and 8

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the task and the questions, 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 in Africa
 2 a safari
 3 a postcard (to your friend)

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will read a postcard and underline examples of the tenses in 1. Explain also that they will answer a question about which tenses Andy uses to talk about his plans.
- Elicit that the postcard in 3 has been written in answer to the writing task in 2.
- Ask students to read the postcard and explain anything they don't understand.
- Students work individually to complete the first part of the task. They then check their answers in pairs before checking as a class.
- Students work individually to complete the second part of the task. They then check their answers in pairs before checking as a class.

Answers

Present simple: 're, think, 's
 Present continuous: 're having, 're camping, 're going (for future)
 Past simple: travelled, drove, saw, took, was
Be going to: 're going to drive, 're going to have
 Andy uses *be going to* and the present continuous to talk about his plans for tomorrow.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write the words in the orange box in the table under the correct heading.
- Ask students to read the words in the orange box and the headings in the table, and explain anything they don't understand.
- Draw students' attention to the example and go over it with them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Suggested answers (but accept any logical answers)
 City trip: bus tour, café, capital, market, museum, restaurant, shop, street
 Farm holiday: countryside, cow, farm, field, grass, horse riding, sheep, walking
 Beach holiday: beach, dolphin, island, ocean, sea, sun, swimming, whale
 A safari: desert, elephant, forest, jungle, lake, lion, mountain, river

LANGUAGE BANK

- Quickly go through the words and phrases in the *Language Bank*.
- Explain that students can use words and phrases from the *Language Bank* as well as their own words and phrases in their postcards.
- Remind them to use words and phrases from all of the sections in the *Language Bank*.

5

- Read the task out to students and explain anything they don't understand. Elicit that they must write a postcard to a friend.
- Go over the *Plan* with the students.
- Remind them that the *Plan* acts as a checklist for what they need to include in their writing. Tell them to provide all the information they are asked for.
- Assign the writing task for homework.

Answers

Student's own answers

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words in L1.
- Remind them to use the correct tenses to talk about the past, the present and the future.
- Remind them also to use interesting vocabulary to describe the people, places and things they see on their holiday.
- Tell them to look back at 3 for an example of a completed postcard.

► EXTENSION ACTIVITY

Time permitting, students can make brief notes about their holiday. Monitor and help with vocabulary if necessary. Make a note of any mistakes to go over with the class afterwards.

Reload 10 (SB page 136)

Objectives

- To revise vocabulary and grammar from Unit 10.

Revision

- Tell students that Reload 10 revises the material they saw in Unit 10.
- 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 and 2: Revise words related to the world around us. Write the words on the board and ask individual students to tell you what they mean, in L1 if necessary (*island, lake, mountain, river, sky, volcano*). Then ask for examples of these things in our world, except for *sky* (eg *Malta, Lake Baikal, Mount Kilimanjaro, the Ganges, Mount Etna*).
- 3: Revise more words related to the world around us. Write them on the board (*countryside, desert, farm, field, grass, jungle*). Then read out the following descriptions one by one and ask individual students to match them to the words.

- 1 *It's soft and green, and you can sit on it.* (grass)
- 2 *This place is hot and dry, and not many things live there.* (desert)
- 3 *This place is usually wet and many plants and animals live there.* (jungle)
- 4 *People work here and animals live here.* (farm)
- 5 *Animals like cows eat here.* (field)
- 6 *It's far from the city and the air is fresh and clean here.* (countryside)

- 4: Revise the prepositions. Write the following phrases in a list on the board and the three prepositions separately (*at, in, on*). Ask individual students to tell you which preposition is required to complete each phrase.

- 1 *[in] the sea*
- 2 *[on] a farm*
- 3 *[at] the beach*
- 4 *[in] a field*
- 5 *[on] land*
- 6 *[in] the sky*
- 7 *[on] an island*
- 8 *[in] the countryside*

Vocabulary 2

- 1: Revise the names of animals. Read them out one by one (*cow, dolphin, elephant, lion, sheep, snake, turtle, whale*) and ask individual students to describe them and say where they live. Students may use L1.
- 2: Revise the verbs. Write the verbs on the board (*believe, catch, change, die, hope, need, save*). Ask individual students to tell you what they mean, in L1 if necessary, and to use them in a sentence.

- 3: Revise the adjectives for temperature. Write the words (in mixed up order) on the board (*cool, hot, freezing, warm, cold*). Ask students to write them in their notebook in order of increasing temperature (*freezing, cold, cool, warm, hot*) and to tell you what they mean in L1.

- 4 and 5: Revise the nouns and adjectives for weather. Write the nouns (*cloud, fog, ice, rain, sun, wind*) on the board in a list and ask individual students to tell you what they mean, in L1 if necessary. Ask other students to tell you what the adjective form of each noun is and to write it next to the noun on the board (*cloudy, foggy, icy, rainy, sunny, windy*). Then ask them about the weather yesterday and today.

Grammar Revision

Grammar 1

Practise the future simple.

- Revise the forms of the tense. Remind students that we use the future simple to make predictions about the future. Write the following gapped sentences, questions and short answers on the board and ask individual students to complete them.

- 1 *[Will the sea be] (the sea / be) warm in July?*
Yes, it [will]. It [won't be] (not be) cold.
- 2 *[Will we live] (we / live) on other planets in the future?*
No, we [won't]. We [will stay] (stay) here on Earth.
- 3 *You [won't see] (see) any bears on the safari!*
- 4 *I don't think it [will rain] (rain) tomorrow.*

Grammar 2

Practise *be going to*.

- Revise the forms of *be going to*. Remind students that we use *be going to* to talk about future plans and things we have decided to do in the future, and for predictions and things we expect to happen in the near future because of something we know or can see now. Tell students that we use the future simple and *be going to* to talk about the future, but that we use them differently.
- Write these gapped sentences on the board and ask students which verb tense or structure is required. Ask them to explain why.

- 1 *I think a lot of sea plants ____ (die).* (will die)
(prediction)
- 2 *We ____ (fly) to Italy next month.* (are going to fly)
(future plan)
- 3 *The sky is red this evening. I think it ____ (be) hot tomorrow.* (is going to be) (prediction or thing we expect to happen in the near future because of something we know or can see now)
- 4 *____ (plastic / kill) more turtles?* (Will plastic kill)
(prediction)
- 5 *They ____ (not go) swimming at the weekend.*
(aren't going to go) (future plan)

- Students are now ready to do Reload 10.
- Draw students' attention to the examples and go over them with them.
- 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 3b 4a 5b 6c 7a 8b 9c 10c

Grammar

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



Objectives

- To revise vocabulary and grammar from Units 9 and 10.

Revision

- Tell students that Progress Review 5 revises the material they saw in Units 9 and 10.
- 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 sports.

- Unit 9, Vocabulary 1, Exercise 1: Write the sports on the board, with the vowels missing. Ask individual students to come to the board, complete the words and tell you what the sport is in L1.

- 1 *t h l t c s* (*athletics*)
- 2 *b s k t b l l* (*basketball*)
- 3 *j d* (*judo*)
- 4 *s l n g* (*sailing*)
- 5 *s w m m n g* (*swimming*)
- 6 *t n n s* (*tennis*)
- 7 *v l l y b l l* (*volleyball*)
- 8 *s r f n g* (*surfing*)

Revise verbs for sports.

- Unit 9, Vocabulary 1, Exercise 2: Write the verbs on the board one by one (*catch, cheer, hit, kick, lose, race, throw, win*) and ask individual students to tell you what they mean, in L1 if necessary, and to use them in sentences.

Revise the words for tennis.

- Unit 9, Vocabulary 1, Exercise 3: Write the words on the board (*court, match, net, player, point, racket*). Then write the following gapped sentences on the board and ask individual students to complete them using the tennis words.

- 1 *This is how you hold a [racket].*
- 2 *What time does the [match] start?*
- 3 *They are practising on the [court].*
- 4 *I wasn't watching. Who won the last [point]?*
- 5 *Look! He's going to jump over the [net].*
- 6 *Serena Williams is my favourite [player].*

Revise collocations.

- Unit 9, Vocabulary 1, Exercises 4 and 5: Write the collocations on the board one by one and ask individual students to tell you what they mean, in L1 if necessary. (*become a member, do exercise, join a club, keep fit, support a team, take a break, take part in, take place*)
- Unit 9, Vocabulary 2, Exercises 3 and 4: Write the verbs on the board (*do, go, play*). Then read out the words one by one while students write the collocations in their notebook (*athletics, camping, chess, exercise, judo, photography, sailing, surfing, swimming, tennis, the guitar, to a gym*). (*do athletics, go camping, play chess, do exercise, do judo, do photography, go sailing, go surfing, go swimming, play tennis, play the guitar, go to a gym*).

Revise the words for hobbies.

- Unit 9, Vocabulary 2, Exercises 1 and 2: Read out the hobbies one by one and ask individual students to write them on the board and tell you what they are, in L1 if necessary. (*camping, CD, chess, DVD, film, guitar, gym, photography*).

Revise phrasal verbs.

- Unit 9, Vocabulary 2, Exercise 5: Write the phrasal verbs on the board (*catch up with, give up, join in, take up, warm up, work out*). Then write the following gapped sentences on the board and ask students to complete them with the phrasal verbs.

- 1 *I'm going to [take up] a new hobby.*
- 2 *They [work out] at a gym to keep fit.*
- 3 *It's a long race, but don't [give up]!*
- 4 *Don't forget to [warm up] before you go running.*
- 5 *He's walking slowly, so you can [catch up with] him.*
- 6 *They're playing football. Let's [join in].*

Revise words related to the world around us.

- Unit 10, Vocabulary 1, Exercises 1 and 2: Write the words on the board one by one and ask individual students to tell you what they are, in L1 if necessary. (*island, lake, mountain, river, sky, volcano*)

Revise more words related to the world around us.

- Unit 10, Vocabulary 1, Exercise 3: Write the words on the board (*countryside, desert, farm, field, grass, jungle*). Ask individual students to describe them.

- 1 *countryside* (*a place in nature/not in the city; villages, trees, clean air, etc*)
- 2 *desert* (*a very hot and dry place; it doesn't rain there; not many things live there, etc*)
- 3 *farm* (*farmers grow food there and/or have animals, eg cows for milk*)
- 4 *field* (*a place in the countryside with grass and flowers; animals eat grass there, etc*)
- 5 *grass* (*it's soft and green; we sit on it, etc*)
- 6 *jungle* (*a place with lots of trees and plants; in warm countries, etc*)

Revise prepositions.

- Unit 10, Vocabulary 1, Exercise 4: Copy the following table on the board. Ask individual students to tell you which words go together. Place the tick(s) in the table and then proceed to the next item. Continue until all items have been covered.

	at	in	on
<i>an island</i>			✓
<i>the sea</i>		✓	
<i>the sky</i>		✓	
<i>the beach</i>	✓		
<i>land</i>			✓
<i>the countryside</i>		✓	
<i>a field</i>		✓	
<i>a farm</i>			✓

Revise the names of animals.

- Unit 10, Vocabulary 2, Exercise 1: Write the names of the animals on the board, with the vowels missing. Ask individual students to come to the board, complete the words and tell you what the animal is in L1.

- 1 *c_w* (cow)
- 2 *d_l p h_n* (dolphin)
- 3 *_l_p h_n t* (elephant)
- 4 *l_n* (lion)
- 5 *s h_p* (sheep)
- 6 *s n_k* (snake)
- 7 *t_r t l* (turtle)
- 8 *w h_l* (whale)

Revise the verbs.

- Unit 10, Vocabulary 2, Exercise 2: Write the verbs on the board (*believe, catch, change, die, hope, need, save*). Then ask individual students to choose a verb, say what it means in L1, and use it in a sentence. Continue until all verbs have been covered.

Revise the adjectives for temperature.

- Unit 10, Vocabulary 2, Exercise 3: Write the words on the board in a circle (*freezing, cold, cool, warm, hot*) and the temperatures in another circle (0°C , 7°C , 12°C , 22°C , 35°C). Ask individual students to match the words with the numerical temperatures (0°C -freezing; 7°C -cold; 12°C -cool; 22°C -warm; 35°C -hot).

Revise the nouns and adjectives for weather.

- Unit 10, Vocabulary 2, Exercises 4 and 5: Write the nouns on the board (*cloud, fog, ice, rain, sun, wind*) and then ask individual students to tell you what they mean, in L1 if necessary. Then ask students to tell you what the adjective forms are (*cloudy, foggy, icy, rainy, sunny, windy*).

Grammar Revision

Revise past simple affirmative: irregular verbs.

- Write the following verbs on the board (*come, go, see, win, lose, buy, have, put*). Do not erase them as they will be required for a later task. Ask individual students to tell you the past simple form and to use them in sentences that they write on the board. (*came, went, saw, won, lost, bought, had, put*)

Revise past simple: negative and question.

- Write the following prompts on the board and ask students to write complete sentences, questions and short answers in their notebook. When students are ready, have them read out their answers.

- 1 ? / *he / drive / to the city* No, *he* _____. (Did he drive to the city? No, he didn't.)
- 2 ? / *they / see / the match* Yes, *they* _____. (Did they see the match? Yes, they did.)
- 3 *it / not rain / yesterday* (It didn't rain yesterday.)
- 4 *I / not sleep / well / last night* (I didn't sleep well last night.)

Revise future simple.

- Ask students to make predictions about the following, using the future simple. Tell them to begin their predictions with *I think ...*

the weather tomorrow
an important football match
the world's oceans
their lives in five years' time
their lives in 20 years' time

Revise *be going to*.

- Write these gapped sentences on the board and ask students to complete them with the correct form of *be going to*.

- 1 *I* ____ (*become*) a doctor. (*am going to become*)
- 2 *He* ____ (*not visit*) us today. (*isn't going to visit*)
- 3 ____ (*they / stay*) in the desert? No, *they* _____. (*Are they going to stay / aren't*)
- 4 *She can't ride a bike. She* ____ (*fall*)! (*is going to fall*)
- 5 *We* ____ (*swim*) in the pool. (*are going to swim*)
- 6 ____ (*it / rain*) today? Yes, *it* _____. (*Is it going to rain / is*)

- Students are now ready to do Progress Review 5.
- Draw students' attention to the examples and go over them with them.
- 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 hit
- 2 court
- 3 win
- 4 kick
- 5 believe
- 6 net
- 7 need
- 8 change

- 2
- 1 keep
- 2 do
- 3 play
- 4 go
- 5 take
- 6 join
- 7 work out
- 8 take up
- 9 become
- 10 give up
- 11 catch up with



3

1 island (*river* and *lake* are bodies of water, but an *island* is a piece of land surrounded by water)

2 sky (*mountain* and *volcano* are very large hills, but *sky* is the space above earth where the clouds are)

3 ocean (*forest* and *jungle* are areas covered with trees and other plants, but *ocean* is a large body of water)

4 desert (*earth* and *world* are names for the planet we live on, but *desert* is the name of a large area of land that has very little water and hardly any plants)

5 dolphin (*elephant* and *lion* are land animals, *dolphin* is a water animal)

6 whale (*field* is an area of land in the countryside where crops are grown, or animals live, *grass* is a plant with long, narrow, green leaves that covers areas of land, but *whale* is a large animal that lives in the sea)

7 farm (*sheep* and *cow* are farm animals, but *farm* is an area of land with buildings on it used for growing crops or keeping animals)

8 countryside (*snake* and *turtle* are animals, but *countryside* is the land outside towns and cities with fields, forests, lakes, etc)

4

1 ice, icy

2 cloud, cloudy

3 foggy, fog

4 wind, windy

5 rainy, rain

6 sunny, sun

Grammar**Answers****1**

1 had **8** bought

2 went **9** caught

3 drove **10** ate

4 slept **11** lost

5 saw **12** found

6 learnt **13** said

7 went **14** came

2

1 Did you play, I/we didn't

2 Did they go, they did

3 Did the PE teacher do, he didn't

4 Did your parents grow up, they did

5 Did your dad catch, he did

6 Did the whale die, it didn't

7 Did the scientists see, they did

8 Did the children swim, they didn't

3

1 Will our team win

2 be

3 Harry see

4 won't change

5 will catch up with

6 won't need

4

1 are going to win

2 is going to keep

3 am not going to give up

4 Is she going to take up

5 are going to do

6 aren't going to die

7 are going to drink

8 aren't going to go back