

# 3

## The World Around Us

### Unit plan

#### Reading:

#### Vocabulary:

#### Grammar:

#### Listening:

#### Speaking:

#### Writing:

multiple choice, using key words to help you find the answer  
words related to the environment and natural events, word formation, collocations & expressions, prepositions  
past perfect simple, past perfect continuous, past perfect tenses and past simple  
multiple choice, making sure you understand what the options actually say  
comparing photos, talking about the effect we have on the world around us, talking about similarities and differences  
story, describing action, using past tenses and time words correctly

### Unit Opener (SB page 31)

- Ask students to look at the main picture and ask them what they see (*a ruined building, probably a house or a block of flats*). Ask them what they think could have happened (*The building was destroyed by an earthquake or an explosion.*).
- Ask students to tell you how they would feel if the building in the picture were their home (*sad, angry, desperate, hopeless, helpless*).

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Remind them that there are two parts to the task. First, they must describe the situations and then they must say how the people in the photos are feeling.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work in pairs before discussing their answers as a class.
- Monitor and help with vocabulary and grammar if necessary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

#### Answers

Students' own answers

#### 2

- Ask students to read the instructions and check that they understand what they have to do. If they have not experienced a natural disaster, ask them to imagine they have.
- Monitor and help with vocabulary and grammar if necessary, but do not interrupt fluency.
- When students have finished discussing their experience with their partner, they can tell the rest of the class about it.

#### Answers

Students' own answers

### Background information

Some countries or areas are prone to certain natural disasters. Parts of Europe, the Mediterranean region, Japan and California have all experienced destructive earthquakes; hurricanes are common in the United States; drought has destroyed large areas of Africa leading to famine. There is concern that flooding, drought and wildfires are made worse by human activity such as the emission of greenhouse gases when fossil fuels are burnt, which leads to global warming. El Niño is believed to be caused by human activity. The El Niño phenomenon is a series of climatic changes that affect the equatorial Pacific region and beyond every few years. It is characterised by the appearance of unusually warm, nutrient-poor water off northern Peru and Ecuador, typically in late December. The effects of El Niño include reversal of wind patterns across the Pacific, drought in Australasia, and unseasonal heavy rain in South America that leads to flooding.

### TOP TIP

When topics overlap, take the opportunity to revise vocabulary from both areas. For example, in this Opener, the focus is on natural disasters, but this is a topic area that can be broadened to include a discussion on man's impact on the environment and how this can add to the severity or frequency of natural disasters.

### Let's talk about it!

- Which natural disasters are most common in your country?
- How can countries help each other when natural disasters occur?
- Would you want to be a member of a search and rescue team? Why?/Why not?

### DVD 3

Summary of DVD 3: The video is titled 'Drop, Cover & Hold Earthquake Preparedness Training'. It shows the Drop, Cover & Hold procedure that should be used in the event of an earthquake. It advises what to do if

you are inside a building, outside a building or in a car. This video stresses the importance of residents being prepared for the next major earthquake in California. According to scientists, the chance of having one or more large, deadly earthquakes in California in the next 30 years is very high.

**DVD link:** <http://youtu.be/G57gCZGEPK0>

**Answer**

You should drop to the floor, get under a desk and hold on.

**Reading** (SB pages 32-33)

**1**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words for the natural disasters and explain anything they don't understand.
- Students work in pairs to come up with survival advice for each disaster.
- They then discuss their answers as a class.

**Suggested answers**

drought: To save water, do not let it run while brushing your teeth or washing your face.  
 flood: Get to higher ground as soon as you possibly can.  
 heat wave: Avoid wearing dark colours that absorb the sun's rays; drink plenty of water.  
 tornado: Stay away from windows and cover yourself with a mattress.  
 volcanic eruption: Wear a helmet to protect against flying debris; leave the area as quickly as you can.  
 wildfire: Do not wear shorts, short sleeves or synthetic clothing.

**EXTENSION ACTIVITY**

Ask students to choose one of the natural disasters in 1 and to write an advice sheet in bullet point form.

**2**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to skim read the text and look for the information about the drill.
- 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 do the task individually, but check answer as a class.

**Answer**

No, the drill can be held at any time within 2 weeks of October 17.

**DOWNLOAD**

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when dealing with multiple-choice questions, it's a good idea to read and underline the key words in the question and look for the answer

in the text before reading the answer options. Explain that the answer options can distract them and cause confusion. Once they think they have the answer, then they can compare it to the options and choose the best one. Tell them that this is not time-consuming as the texts are short.

**3**

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Ask students to look at the questions again and underline key words before looking for the information in the texts.
- Students work individually to answer the questions. Remind them to look back at all the texts in order to answer questions 7 and 8.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1c** *There is a dangerous myth that doorways offer protection in an earthquake. This should not be taken as fact.*
- 2a** *Trying to run out of a building while the ground is moving is dangerous because you can lose your balance and fall very easily.*
- 3a** (a) ... *move no more than a few steps ...*; (b) ... *and cover your head and neck with your hands and arms.*; (c) *Do not let go or you may find yourself exposed to falling objects.*; (d) *Practice makes perfect. To protect yourself immediately when an earthquake begins, practise 'Drop, Cover, and Hold On' once each year.*
- 4c** *To participate, go to [www.shakeout.org](http://www.shakeout.org) and register.*
- 5d** ... *the ultimate aim of the drill is to prevent a major earthquake from becoming a catastrophe for you, your organisation, or your community.*
- 6d** *When the shaking began, we got under a table and waited there ...*
- 7c** section A: all of the text; section B: all of the text; section C: the text points out the importance of taking part in the drill, so in a sense it is advising people what to do in order to be prepared for an earthquake.
- 8b** ... *we got under a table ...*

**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 meanings 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.
- Ask students to find and underline the words in the texts.
- Students work individually to match the words with the meanings.
- They then check their answers in pairs before checking as a class.

**Answers**

- |                        |                           |
|------------------------|---------------------------|
| <b>1</b> An official   | <b>4</b> An eternity      |
| <b>2</b> A catastrophe | <b>5</b> A sigh of relief |
| <b>3</b> A hot spot    | <b>6</b> A drill          |

5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask a strong student to read the poem and explain anything they don't understand (*sunburnt country* = a land that is exposed to strong sun; *sweeping plains* = extending far, a large country; *ragged mountain ranges* = rough and jagged, dangerous; *far horizons* = extending far and wide, to emphasise the size of the country; *jewel sea* = sparkling, with many bright and beautiful colours; *beauty and ... terror* = beautiful and terrifying at the same time; *wide brown land* = big, burnt brown by the sun, deserts).
- Ask students to think about which countries have these characteristics of strong sunshine, plains, mountains, droughts, floods, are large, have seas and deserts.
- Students work in pairs to complete the task.
- Check answer as a class.

**Answer**

Australia. 'My country' was written by Dorothea McKellar in 1904.

**EXTENSION ACTIVITY**

Ask students if there are any patriotic poems about their country. Ask them to work in pairs and write down in English a description of their country from the poem. Help with vocabulary if necessary. When students are ready, they can read out their descriptions to the class.

**Answers**

- |                    |               |
|--------------------|---------------|
| 1 rescue team      | 4 fresh air   |
| 2 weather forecast | 5 ozone layer |
| 3 natural habitat  | 6 ecosystem   |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the correct option, *a* or *b*, that explains the meaning of the word in bold.
- Ask students to read the items 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.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

**Answers**

- 1a 2b 3a 4a 5a 6b 7a 8a

**EXTENSION ACTIVITY**

Ask students to write a sentence or two using one word each from 1, 2 and 3. For example, *There was a terrible landslide and rescue teams spent days looking for survivors.*

**Extra Task (for early finishers)**

See photocopiable material on page 147.

**Vocabulary 1** (SB page 34)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words. Point out/Elicit that they are all connected to the environment or are natural disasters.
- Students work individually to complete the task.
- 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 words to the students and asking them to repeat after you. Correct where necessary.

**Answers**

- |              |             |
|--------------|-------------|
| 1 heatwave   | 3 fumes     |
| 2 atmosphere | 4 landslide |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences and explain anything they don't understand. Elicit that the words are all compound nouns (*ecosystem* is a shortened form of *ecological system*).
- 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 sentences.
- They then check their answers in pairs before checking as a class.

**Grammar 1** (SB page 35)

**Before you read the Grammar box**

- Write the following sentences on the board.  
*The house had filled with water by six in the evening.*  
*The rescue team had been looking for survivors all day when they finally found me.*
- Ask a student to come to the board and underline the past perfect verb tenses in the sentences (*had filled, had been looking*).
- Explain that the first verb is in the past perfect simple tense and the second verb is in the past perfect continuous tense. Elicit that the past perfect simple tense is used in the first sentence to talk about an action or situation that finished before a particular time in the past, and the past perfect continuous tense is used in the second sentence to talk about an action that happened before another action in the past when we want to emphasise how long it had been happening. Elicit, too, that the past perfect tenses are used to talk about actions that happened before other actions in the past.
- Revise the affirmative, negative, question forms and short answers of the past perfect tenses as a class.

1

- Read through the grammar theory with the class.
- Make sure students understand the difference between the past perfect simple and the past perfect continuous. Ask them to write two sentences using the tenses and to use time expressions. 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.
- Encourage students to look back at the grammar theory for help.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- a** had practised  
**b** had been practising  
 Sentence a uses the past perfect simple because the 'practising' happened before another action in the past. Sentence b uses the past perfect continuous because this sentence emphasises how long the 'practising' had been happening for.

Read 3.1-3.2 of the Grammar Reference on pages 164-165 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must decide which tense – past perfect simple or past perfect continuous – to use each time.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to read the sentences again and underline any time expressions which might help them to decide on what tense to use.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 had been
- 2 had stopped
- 3 had been searching
- 4 Had you been painting
- 5 had lived
- 6 Had they invented
- 7 hadn't been sitting
- 8 had just heard

4

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they must use the past perfect simple or the past perfect continuous and the word that is given in bold.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help as they do the task.
- Students work individually to complete the gaps.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 soon as he had dropped
- 2 after it had started
- 3 when she had gone out
- 4 had been waiting
- 5 had crawled
- 6 had been shaking

**EXTENSION ACTIVITY**

Ask students to write two-option sentences using the past perfect simple and the past perfect continuous. They swap with a partner and circle the correct tenses in their partner's sentences. Refer them to the grammar theory if they need help.

**Extra Task (for early finishers)**

See photocopiable material on page 147.

**Vocabulary 2** (SB page 36)

1

- Before students look at the task, ask them to tell you some endings for nouns and adjectives. Write them on the board and then ask students to give you examples of nouns and adjectives with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do (*form verbs, nouns or adjectives from the words given*).
- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

**Answers**

- |                |          |
|----------------|----------|
| 1 absence      | 4 injure |
| 2 urgent       | 5 safety |
| 3 registration | 6 life   |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to look at each sentence and decide if a verb, a noun or an adjective is required for the gap.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

**Answers**

- |                |            |
|----------------|------------|
| 1 safe         | 4 urgent   |
| 2 alive/living | 5 injured  |
| 3 absence      | 6 register |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that in addition to completing the expressions, they must also explain what they mean. Point out that they can work out the meanings from the context.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 calm
- 2 take
- 3 right
- 4 ocean
- 5 cloud
- 6 thunder
- 7 iceberg

the calm before the storm (a quiet time just before problems begin)

take a rain check (used to say you can't accept an offer to do something now, but you may accept the offer at a later date)

as right as rain (not be injured or ill in any way)

a drop in the ocean (a small amount that won't have much effect)

cloud on the horizon (something that makes you think something bad is about to happen)

a face like thunder (have an angry expression on one's face)

just the tip of the iceberg (a problem or bad situation which shows that a bigger problem exists)

### 4

- Ask students to read the instructions and check that they understand what they have to do. Point out that there are two parts to the task. First, they must complete the table with the correct prepositions and then they need to use the correct prepositional phrases to complete the sentences.
- Ask students to read the words in the table and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- 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.

### Answers

- |         |                      |
|---------|----------------------|
| 1 to    | 10 for               |
| 2 for   | 11 of                |
| 3 for   | 12 to                |
| 4 from  | 13 opposed to        |
| 5 of    | 14 threat of         |
| 6 of    | 15 pessimistic about |
| 7 of    | 16 Hold on to        |
| 8 from  | 17 practise for      |
| 9 about | 18 victim of         |

### ▶ EXTENSION ACTIVITY

Individually, students write three gapped sentences using the prepositional phrases that were not used in the sentences in the second part of the task in 4. The missing word in each sentence must be a preposition. They then swap with a partner who must write the correct prepositions in the gaps.

### Extra Task (for early finishers)

See photocopiable material on page 147.

## Grammar 2 (SB page 37)

### Before you read the Grammar box

- Write the following sentence on the board without the underlining and ask a student to underline and name the tenses.

*We had just arrived at the beach when the rain started.  
(past perfect simple, past simple)*

- Ask why these tenses are used and elicit that the action in the past perfect simple happened before the action in the past simple and that we use these tenses together to show which action happened first.

- Write the following sentence on the board and ask students to tell you which tense is used (*past simple*) and why (*the actions happened one immediately after the other in the past*).

*She slipped on the ice and fell heavily.*

### 1

- Read through the grammar theory with the class.
- Make sure students understand the difference between the past simple and the past perfect tenses by asking them to give you sentences using them before moving on to 2.

### 2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must identify the time expressions that are not used with the three tenses.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

Students should cross out the following:

Past simple: for ages

Past perfect simple: all day

Past perfect continuous: just

Read 3.3 of the Grammar Reference on page 165 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.
- Ask students to look at the first sentence again and elicit what clues will help them to choose the correct tense (*for a long time*) and elicit that they will need the past perfect continuous here.
- Ask students to read the rest of the sentences carefully again and to underline any time expressions or other clues in the sentences that will help them to choose the correct tense.
- Encourage students to look back at the examples in the grammar theory to help them choose the correct tense.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 had been hunting, caught
- 2 had been asking, got
- 3 hadn't registered
- 4 started
- 5 saw, took
- 6 arrived, had burnt down
- 7 had just walked, started
- 8 left
- 9 walked, locked
- 10 heard, offered

### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the past simple wherever possible and that when they cannot do so, they need to use one of the past perfect tenses.
- Remind students to look for clues in order to write the correct tense.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- |                    |                          |
|--------------------|--------------------------|
| 1 left             | 10 had arranged          |
| 2 arrived          | 11 got                   |
| 3 had asked        | 12 had already picked up |
| 4 began            | 13 was                   |
| 5 had been trying  | 14 had been standing     |
| 6 didn't want      | 15 missed                |
| 7 walked           | 16 hadn't reached        |
| 8 had drunk        |                          |
| 9 had been waiting |                          |

### ▶ EXTENSION ACTIVITY

Ask students to write two or three gapped sentences using the past tenses they have learnt. Each sentence must have two gaps for two different verbs, as in most of the sentences in 3. They swap with a partner and complete their partner's sentences.

### Extra Task (for early finishers)

See photocopiable material on page 147.

## 🎧 Listening (SB page 38)

### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must match the sentences to the photos and then they need to explain what the words in bold in the sentences mean. Tell them they can work out the meaning of the words by their use in context as well as by looking at the photos.
- Students work individually to complete the first part of the task.
- They then check their answers in pairs before checking as a class.
- Once the answers for the matching part of the task have been checked, ask students to read the sentences

and explain anything they don't understand.

- Students work individually to complete the second part of the task.
- They then discuss what the words in bold mean in pairs before checking as a class.

### Answers

- 1B *Marine life* refers to all the plants and animals living in the seas or oceans.
- 2C *Devastation* means great damage or destruction.
- 3A *Cattle* means cows and bulls kept on farms for their meat and milk. *Rear* means look after young animals until they grow up.

### 2

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to underline the words that make the meaning of the statements different.
- Ask students to read the statements and explain any unknown words.
- Students work individually to complete the task.
- Check answers as a class.

### Answers

Students should underline the following:

- 1 The people we talked to, Everyone at the concert
  - 2 refused to use, reluctant to employ
  - 3 devastated most of the plants, completely destroyed the garden
  - 4 All the villagers, The farmers
  - 5 contains no harmful gases, doesn't use gas
- Explanation:
- 1 *The people we talked to* are some of the people who were at the concert, not *Everyone at the concert*.
  - 2 *Refused to use* is stronger than *were reluctant to employ*.
  - 3 *Devastated most of the plants* is less serious than *completely destroyed the garden*.
  - 4 *All the villagers* includes farmers, which does not mean the same as *The farmers*.
  - 5 *Contains no harmful gases* means the gases that are contained are not dangerous, whereas *doesn't use gas* means there are no gases at all.

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that it is very easy for students to make mistakes if they do not read the options carefully and fully understand what they say. Point out that although an option may express something similar to what they hear, it could contain words that change the meaning and make it the wrong answer.

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and the options and explain any unknown words.
- Allow students time to read the items again and underline the words that make the meaning of the options different.
- 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

- 1D** *Humans, however, have managed to create the biggest environmental problems because the technology that we've created has resulted in environmental changes that wouldn't have developed naturally.*
- 2C** *Some of the damage can be and has been put right by nature itself.*
- 3D** *... more animals means more dangerous gas emissions in the atmosphere ...*
- 4C** *Overfishing, too, throws the marine ecosystem out of balance ...*
- 5B** *... so it's pretty stupid of us not to do something about it. Right? ... 'My contribution will be nothing but a drop in the ocean.' Well, the ocean is made up of millions of drops – just imagine what millions of people can do if they have a common goal.*
- 6A** *When the speaker says I'll take you down a different route today, the meaning is that something other than the usual (We've already covered the basics, so I won't bore you with 'Reduce - Recycle - Re-use' or 'Leave the car at home: walk or cycle'. You know all that.) will be discussed.*

See the recording script on page 136.

## Speaking (SB page 39)

- 1**
- Ask students to read the three questions and answer any queries they may have about them.
  - Students work in pairs to ask and answer the questions.
  - Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
  - Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
  - Deal with any language mistakes and pronunciation problems that come up.

### Answers

Students' own answers

### TOP TIP

Do not interrupt students when they are speaking in order to correct mistakes. Instead, make a note of common errors and wait until the discussion has finished. Then write them up on the board and ask students to correct them.

- 2**
- Ask students what sort of language can be used to talk about similarities and differences when comparing two photos. Make a list on the board (*Both photos ..., The main difference between them ..., etc*).
  - Ask students to read the instructions and check that they understand what they have to do.

- Ask students to read the word pairs and explain anything they don't understand.
- Students work in pairs to complete the task.
- They then compare their answers as a class.

### 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.
- Emphasise the difference between comparing and describing, and that students should begin by saying what theme the photos have in common (ie *comparing, for example, Both photos show disasters ...*). Once they have identified the common theme, they should then proceed to talk about each photo individually and how it differs from the other photo.

### 3

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Ask them also to look back at 2 and use phrases they came up with.
- 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 main elements, and then he/she must answer the specific question about which kind of disaster has the worse effect on the environment. Student B must reply to one question about experiencing either of the two situations. / Photographs C and D: Firstly, Student B must compare the two photographs, that is, briefly describe their main elements, and then he/she must answer the specific question about the difficulties of living in places with extreme climates. Student A must reply to one question about the climate in their area.*)
- 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

## Writing (SB pages 40–41)

### Story: Describing action

- Ask students to read the information on stories and describing action.
- Explain to students that a complicated storyline will create problems for them as they try to write their story. Tell them that they need to be sure they have the vocabulary required for their story and that for this reason it's best for them to keep it simple.
- Point out that they can enrich a story by using description to develop the characters and their surroundings.

#### 1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must not only choose the easiest storyline, but also explain why.
- Ask students to read the task and the storylines and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

#### Answers

Students' own answers

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Elicit that they have to enrich the sentences with adjectives and adverbs to make them more interesting.
- Ask students to read the example and underline the new information in the rewritten sentence (*felt rather frightened, slowly, dark*). Ask them if they think this is a better sentence than the first one. Point out that the new sentence states how the character feels and describes his surroundings.
- Ask students to read the sentences and explain anything they don't understand.
- Refer students to the adjectives and adverbs in the *Language Bank* and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

#### Possible answers

- 1 He looked fearfully up at the slippery rocks and slowly started to climb.
- 2 He gently picked up the helpless animal and climbed down carefully.

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to write a storyline like those in 1 and that they must include two given elements.
- Ask students to read the task and explain anything they don't understand. Elicit that the two elements they must include in their storyline are a storm and a rescue.
- Refer students back to the storylines in 1 and point out that they are no longer than 20–30 words each.
- Students work individually to complete the task.
- Monitor and help with vocabulary if necessary.
- Students then compare their answers in pairs before discussing as a class.

#### Answers

Students' own answers

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the story in 4 has been written in answer to the writing task in 3 and that they should read it quickly to see if the storyline is similar to theirs. Then they must underline examples of the tenses mentioned. Finally, they must answer questions about the story and the tenses used.
- Ask students to read the story and the questions and explain anything they don't understand.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

#### Answers

Students should underline:

Paragraph 1: *stood waiting, she noticed and were already forcing*

Paragraph 2: *was, had warned, she really began, sirens started, were launching, was shouting*

Paragraph 3: *was, sat, ran, she began, she saw*

Paragraph 4: *ran, came, cried out, was safe, was*

1 Yes (*She's waiting for her boyfriend.*)

2 No

3 Yes

4 past perfect, past simple, past continuous

#### 5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must find the time words in paragraphs 3 and 4 of the model story and then they must complete the sentences using their imagination.
- Ask students to read the incomplete sentences 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.
- Once the answers for the time words have been checked, ask students to complete the sentences.
- Check answers as a class.

#### Answers

Students should circle: *While* (para 3), *Just as* and *at that moment* (para 4).

Possible answers

1 her younger brother was swimming in the sea

2 she heard a scream

3 her torch battery died

#### LANGUAGE BANK

- Draw students' attention to the *Language Bank* again. Go through the time words and explain anything students don't understand.
- Make sure students understand that adjectives and adverbs make their sentences richer and more interesting, and that time words bring the action to life. Ask students to give you example sentences using an adjective, an adverb and a time word.
- Remind students to use the words and phrases in their stories.

## ▶ EXTENSION ACTIVITY

Time permitting, have a class discussion about what makes a good story (*interesting characters, vivid descriptions, good storylines, surprise endings, etc.*). Write the students' answers on the board.

6

- Read the task out to students and explain anything they don't understand.
- Remind them to plan their storylines including the two given elements, and to use time words in their stories.
- Go over the *Plan* with the students.
- Ask students to write their storylines and go round checking as they write.
- 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 of the importance of planning a simple storyline that includes the two given elements. Remind them, too, to begin their stories exactly as stated in the task and to explain the given sentence in their story. Tell them to use adjectives and adverbs for descriptions, and to be careful with past tenses and time words.

## 🔄 Reload 3 (SB page 42)

### Objectives

- To revise vocabulary and grammar from Unit 3.

### Revision

- Tell students that Reload 3 revises the material they saw in Unit 3.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

### Vocabulary Revision

#### Vocabulary 1

- 1: Revise the words for the environment and natural disasters by writing them all on the board and then reading out definitions that students must match to the words. (*something that cars produce = fumes; a period of very hot weather = heatwave; the air around us = atmosphere; when the ground collapses = landslide*)
- 2: Revise the compound nouns by writing the first word (or first part of the word for *ecosystem*) of each on the board and asking students to complete the

compound noun. Then ask students to explain what the compound nouns mean.

- 3: Revise the words related to the world around us by writing them on the board and asking students to tell you what they mean. Once they have explained the meanings, ask them to use the words in sentences.

### Vocabulary 2

- 1 and 2: Practise word formation. Write the nouns on the board and ask students to give you the verb and adjective forms where they exist. Then they must use one of the derivatives in a sentence.
- 3: Practise collocations and expressions. Write the expressions on the board and ask individual students to explain what they mean.
- 4: Practise prepositions. Replicate the table from page 36 of the Student's Book on the board, with only the three headings (Verb, Noun, Adjective). In random order, read out one of the words from the task and ask individual students to tell you the part of speech and which preposition it goes with. Add the students answers to the table.

### Grammar Revision

#### Grammar 1

Practise the past perfect simple and the past perfect continuous.

- Revise all forms of the two tenses. Then write the following gapped sentences on the board and ask individual students to complete them with the correct tense of the verb.

- 1 Everyone \_\_\_\_\_ (run) into the school by the time the rain began. (*had run*)
- 2 The firefighters were exhausted because they \_\_\_\_\_ (battle) the wildfire all day. (*had been battling*)
- 3 Mum \_\_\_\_\_ (walk) home when the earthquake hit. (*had been walking*)
- 4 The tornado \_\_\_\_\_ (already / destroy) the city by the end of the day. (*had already destroyed*)

#### Grammar 2

Practise the past perfect tenses and the past simple.

- Remind students that the past perfect tenses are used to talk about actions that happened in the past before other past actions. To talk about the most recent action in the past, we use the past simple. The past perfect helps us to show the order of events when they are not clear or when we want to emphasise which action happened first. When the actions happen one after another in quick succession, we use the past simple for both actions.
- Ask students to make a sentence using a past perfect tense and the past simple, and another using only the past simple tense.

- Students are now ready to do Reload 3.
- 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

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

#### Grammar

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