

7 Wild World

Reading:	multiple matching, checking your answers
Vocabulary:	natural disaster-related words
Grammar:	gerunds & infinitives, <i>make & let</i> , comparison of adjectives & adverbs, <i>too, enough, so & such</i>
Listening:	numbers, completing sentences
Speaking:	talking about the natural world, comparing photos, answering a follow-up question, giving an opinion
Use your English:	collocations & expressions, prepositions
Writing:	story (2), sequencing events, using descriptive vocabulary, ways of seeing / looking at something, ways of walking

Unit opener

- Ask students to look at the photo, read the caption, and explain how they think the photo relates to the title of the unit. Explain that a volcanic eruption is an example of something wild that we can't control because it happens naturally and the earth's surface is constantly moving and changing.
- Ask students what they already know about the volcano in the photo and ask them what other volcanoes they know about.
- If students seem interested, give them more information using the Background Information box below.

Background Information

The photo shows the eruption at Fimmvorduhals in Iceland, which started on March 20th 2010 following a series of small earthquakes that started in the area in December 2009. The eruption attracted crowds of visitors from Iceland and other countries.

This was a small eruption compared to the more serious one in Eyjafjallajökull on April 14th 2010.

Lava from the eruption went shooting kilometres into the air. Airline flight schedules to and from many airports, especially in northern Europe, were affected for weeks and many flights were cancelled.

This was due to the clouds of volcanic ash in the atmosphere, which was believed to pose a risk to aircraft engines. There was also a lot of damage from flooding in Iceland because the heat from the volcano caused the ice from a glacier to melt. For further information and more photos of the eruptions, look up www.nationalgeographic.com.

Reading

A

- Ask students to read the list of natural disasters and to tick the ones that happen in their own country on their own first, and then to discuss their answers in pairs. Encourage them to justify their answers.

- Ask students to work in pairs to describe what happens during each of the natural disasters. Give them time to talk about all the types of disasters. Ask different students to describe what happens during each of the disasters while the rest of the class listen. Then ask the other students if they have anything to add to the description.

Teaching Tip

Task A could also be done as a team game. Divide the class into three teams. Give each team a piece of paper with two different disasters from the list in A. The teams decide how to describe them and then each team takes turns to describe one of the disasters for the other teams to guess what it is. Repeat for each team to describe their second disaster. Award points to teams for each correct guess and a point for the best description.

B

- Ask students to read the instructions in B and check that they understand what they have to do. Give them time to skim read the text to find the relevant information. Remind them that they don't have to read in detail as they will have another opportunity to read the text. Explain any questions they have about the text and ask students to look at the *Word Focus* so they can read the meanings of the new vocabulary.
- Ask students to do the task individually, but check as a class.

Answers

earthquakes, wildfires, tornadoes, volcanic eruptions

C

- Ask students to read the *Exam Task* and check they understand what they have to do.
- Explain that they should read all the questions before they read the text again to focus on what type of information to look for. Ask them to underline the important words in each question and to think of other words with a similar meaning.

Teaching Tip

Explain to students that in cases where a multiple matching question has two or more boxes for correct answers, the answers can be written in any order.

D

- Point out that the task here is multiple matching and remind students that they should answer A, B, C or D to show the part of the article where they find the information.
- Ask students to read the text again and to underline information related to the questions while reading.
- Ask students to do the task individually, but check as a class.
- Encourage students to guess the meaning of unfamiliar words from the context before looking them up in their dictionaries. Explain any problem words and correct their pronunciation where necessary.

E

- Ask students to read the *Exam Close-up* and then check their answers carefully.
- Invite them to compare their answers with a partner, but check answers as a class. Ask students to justify their answers by reading aloud what they have underlined in the text.

Answers

- 1 B (... as tall as a 40-storey building ...)
- 2 C (It is formed in storms when raindrops are carried into extremely cold areas of the atmosphere ...)
- 3 D (... during the eruption of Mount Vesuvius nearly two thousand years ago ...)
- 4 B (... a fire whirl killed 38,000 people ...)
- 5 A (This may have been the cause of the 'frog rain' in a town in Serbia.)
- 6 C (Hail is most common during late spring and early summer ...)
- 7 B (They generally last no more than a few minutes ...)
- 8 D (A pyroclastic flow will knock down, destroy, bury or carry away nearly everything it meets.)

F

- Read the words in the yellow box and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that they have to find these words in the text (they are underlined). Remind them that they should always try to work out the meaning of a word from its context and ask them to read the sentences each word is in.
- Ask students to read all the sentences 1-5 first before they write any answers to understand the context of each sentence.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|----------------|---------------|
| 1 tornado | 4 flash flood |
| 2 blizzard | 5 avalanche |
| 3 thunderstorm | |

Ideas Focus

- Explain to students that they are going to talk about natural disasters. Ask them to read the question and teach any new words that students have not learnt yet.
- Ask students to work in pairs to answer the question and discuss their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask some pairs to share their opinions on the question with the class. Encourage the class to discuss the answers.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Answers

Students' own answers

Vocabulary

A

- Ask students to cover up the words in the yellow box and to work with a partner to try to guess what the pictures show.
- Read the words in the yellow box to the class and ask them to repeat after you. Correct their pronunciation where necessary.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class.

Answers

- | | |
|-------------|--------------|
| 1 drought | 4 famine |
| 2 landslide | 5 tidal wave |
| 3 hurricane | 6 earthquake |

B

- Ask students to read the instructions and check that they understand what they have to do.
- Read the words and phrases in bold in each item and ask students to repeat them after you. Correct their pronunciation where necessary.
- Explain that the words are all related to natural disasters.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

1a 2a 3b 4b 5a 6b

Extra Class Activity

Ask students to choose six natural disasters, some from Reading tasks A and D, and some from Vocabulary A and to write their own sentences for each of the words leaving a gap where the word should be. Then ask them to swap notebooks with a partner and to ask their partner to try to complete the sentences. Ask some students to write their gapped sentences on the board for the rest of the class to guess the missing words.

C

- Explain to students that sentences 1-6 give more information about different natural disasters. Ask them to skim read the sentences quickly to see which ones are about natural disasters in general (2, 4) and which are about specific disasters (1 *tornado*, 3 *wildfires*, 5 *earthquake*, 6 *flood*).
- Read the words in the yellow box and ask students to repeat them. Correct their pronunciation where necessary. Remind students to read back through the sentences once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|--------------|-----------------|
| 1 casualties | 4 Organisations |
| 2 havoc | 5 crust |
| 3 rangers | 6 warning |

Ideas Focus

- Ask students to read the question. Answer any queries they have about it.
- Ask students to think about their opinion about the question on their own first and then to work in pairs to discuss their opinions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to say what they feel about the question and to give reasons. Repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.
- You could also activate the vocabulary in this lesson by asking students to look at the different types of natural disasters in A and to discuss what people can do to protect themselves and their property against each of these disasters.
- Ask them which type of natural disaster they think can cause the most harm and which are most likely to occur in the area where they live.

Answers

Students' own answers

Grammar

A

- Read the instructions and check that students understand what they have to do.
- Give students time to read through the four sentences. As a class, elicit which word in each sentence is the gerund (1 *cooking*, 2 *waiting*, 3 *swimming*, 4 *Drinking*).
- Ask them to complete the rule in pairs to encourage discussion, but check the answer as a class.

- After checking their answer, point out that after *feel like*, *bored of* and the verb *go*, we always use the gerund. For example, *go shopping*, *go fishing*, *go dancing*.

Answer

-ing

B

- Ask students to read the instructions and check that they understand what they have to do. Before students do the task, elicit verbs and phrases they already know which can be followed by a gerund.
- Ask students to read through the sentences and the uses of the gerund and match them.
- Ask students to do the task on their own, and then to compare their answers with their partner's and justify any answers that are different.
- Check as a class.

Answers

a4 b2 c3 d1

Teaching Tip

Expand on this task by eliciting which other verbs students can think of that can be followed by both a gerund or an infinitive with no change of meaning, and any others which have a change in meaning depending on whether they are followed by a gerund or an infinitive.

C

- Ask students to read the instructions and check that they understand what they have to do.
- Remind students to complete the rules using *with* or *without*. They should read just the sentences to help them.
- Ask students to do the task individually, but check as a class.

Answers

with, without

D

- Ask students to read through the sentences again and to look at the uses of the bare and full infinitive.
- Ask students to do the task individually, but check as a class.

Answers

Full infinitives
a1 b3 c4 d2
Bare infinitives
e5 f6 g7

Now read the Grammar Reference on pages 169 & 170 (7.1 to 7.5) with your students.

7 Wild World

E

- Write on the board: *I love watching the rain. and I love to watch the rain.* Ask students if there is any difference in the meaning (*no*).
- Then write on the board: *She stopped looking at the volcano. and She stopped to look at the volcano.* Elicit the difference in meaning (*The first sentence means she had been doing the action until that moment and then she stopped doing it to do something else, and the second means she stopped doing another action eg walking or driving, so that she could look at the volcano.*).
- Read the instructions and check that students understand.
- Ask students to do the task on their own, and then to compare their answers with their partner's and justify any answers that are different.
- Check as a class.

Answers

Students should underline the following:

- | | |
|-----------|-----------|
| 1 | 2 |
| a to burn | a locking |
| b burning | b to lock |

F

- Read the instructions and check that students understand what they have to do.
- Ask them to look back at the sentences and what they underlined.
- Tell them to think about in which sentences the meaning changes.
- Ask students to do the task on their own, and then to compare their answers with their partner's and justify any answers that are different.
- Check as a class.

Answer

The meaning changes in 2.

- a This means that she had locked the door and then later remembered having done this.
- b This means that she didn't forget to lock the door as she remembered that she had to do it, so she did it.

Be careful!

- Read through the first part together, pointing out to students that *let* and *be allowed to* mean the same. When to use them depends whether the active or passive voice is being used.
- Read through the second part to show how *make* is used differently, depending on the situation.
- Explain that in active voice *made* is followed by the object and the bare infinitive. However, in passive voice, it is followed by the full infinitive.

G

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they should use either a gerund, a full infinitive or a bare infinitive.

- Remind students to pay attention to the words before each gap and whether the answer is the subject or object of a sentence, or shows the purpose of something. Tell them to look back at A and B in the Grammar box here and the Grammar Reference on pages 169 & 170 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|------------|-----------|
| 1 worrying | 4 being |
| 2 getting | 5 to snow |
| 3 to leave | 6 to rest |

H

- Ask students to read the text from start to finish without circling any answers. Ask them to discuss in pairs whether they would like to go to an island like Tuvalu.
- Ask students to read the instructions. Ask them to read the first sentence of the text again and to look back at the Grammar Reference on pages 169 & 170 to see which structure is correct after the verb *imagine* (*gerund*).
- Remind students to pay attention to the words before each gap and also to see whether the verb before the gap is active or passive to help them choose the correct structure. Encourage them to look back at the Grammar box here and the Grammar Reference on pages 169 & 170 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|-------------|--------------|
| 1 living | 6 making |
| 2 disappear | 7 Living |
| 3 to leave | 8 finding |
| 4 to bring | 9 become |
| 5 to rise | 10 to follow |

Listening

A

- Remind students that in some listening tasks the correct answers may be numbers and that as the sounds of some numbers can be similar it is important to listen carefully to identify which number they hear. Elicit the kind of information that involves numbers in everyday life (*eg dates, times, measurements, prices, ages, addresses*).
- Read the numbers to the students and ask them to repeat them after you as a class.
- Ask students to write the figures on their own first and then to compare their answers with their partner's. Point out that in English we use a comma to separate thousands from hundreds when writing numbers as figures.
- Check the answers as a class by asking individual students to write each number on the board.

Answers

- | | |
|----------|--------------|
| 1 300 | 4 450 |
| 2 50,000 | 5 10,000,000 |
| 3 2,500 | 6 200,000 |

B

- Explain to students that they are now going to hear some other numbers like these and they have to write the figures they hear.
- Play the recording once all the way through. Ask students to write the numbers. Then ask students at random to write each number on the board. Ask the class to say whether each answer is correct.

Answers

- | | |
|----------|-------------|
| 1 20,000 | 4 2,000,000 |
| 2 850 | 5 16,000 |
| 3 5,000 | |

C

- Ask students to read the information in the *Exam Close-up*. Ask them to quickly read through the sentences in the *Exam Task* to work out which part of speech is missing.
- Point out that while some words in the sentence may paraphrase what is said in the recording the missing words they hear will be in the correct form.
- Remind students to think about the advice in the *Exam Close-up*.
- Give students time to read through the sentences in the *Exam Task* to work out which answers will be numbers. Tell them to think about the whole meaning of each sentence, and also to pay attention to the words just before and after each gap. Then ask them to repeat this process to decide which part of speech is needed in each of the other answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 1 and 5
- 2 Questions 2, 6, 7 and 8 will contain nouns. Questions 3 and 4 will contain adjectives and question 9 will contain a verb.

D

- Tell students that they will hear a documentary about an animal. Ask them to look at the photograph below and the caption. Elicit what kind of animal the documentary is about (*a mammoth*) and ask what students already know about this kind of animal.
- Give students time to read through the sentences again and to think of possible words which could fit the answers.
- Explain to students that there may be more than one word missing from each sentence. Tell them that they should fill in the gaps with the exact words or numbers that they hear on the recording. Explain that when the answer is a number, they can write it as a number or a word.

- Play the recording all the way through without stopping and ask students to mark their answers and then discuss them with a partner.
- Play the recording a second time and ask them to check their answers or to write any missing answers.
- Check the answers as a class and make sure students can justify their answers.
- You could finish off this task by asking students if they have heard of any other animals that have disappeared and what they know about them.

Answers

- | | |
|-----------------|-----------------|
| 1 40,000 | 6 million years |
| 2 extreme cold | 7 temperature |
| 3 undamaged | 8 humans/people |
| 4 healthy | 9 lived |
| 5 a/one/1 month | |

Speaking

A

- Ask students to read the three questions again and answer any queries they have about them.
- Ask students to work in pairs to take turns to ask and answer the questions. Remind them that there are no right or wrong answers as they have to give their personal opinions which they should justify.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to ask and answer one of the questions and repeat until each pair has had a turn.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

B

- Ask students to cover the yellow box and to look at the four photographs quickly and to describe what they show. Elicit what they show (*horses running free in the open countryside next to a river or lake, clouds of thick black smoke coming from rubbish that is burning, a peaceful forest, a sad-looking tiger in a cage*) and ask students how these scenes make them feel.
- Read the words in the yellow box to the class and ask students to repeat them. Correct their pronunciation where necessary. Explain any words they don't understand.
- Ask students to do the task individually, but check as a class.

Answers

Task 1

horses: in the wild, freedom

tiger: captivity, interference

Task 2

black smoke: destruction, pollution

forest: nature, oxygen

Teaching Tip

Ask students to look at the first instructions for Student A in the *Exam Task* and elicit what two things they are asked to do (*compare the photos, say how humans are affecting our natural world*). Point out that both of these things have to be done to complete the task, so they have to take care not to simply compare and describe what the photos show.

C

- Ask students to read the information in the *Exam Close-up*. Answer any questions they have about it. Point out that they can ask their partner to repeat or to say something in a different way if they don't understand what they are saying or asking. Remind them that when they are doing speaking tasks together, the point is to communicate with each other. This means listening carefully to the other person and carrying on the conversation in an appropriate way.
- Ask students to read the questions in Task 1. Encourage them to explain why they would prefer to be that particular animal and to ask each other questions about their choice.
- Now ask students to look at Task 2 and talk to each other about which place would be most dangerous and why.

Extra Class Activity

Ask students their opinion about zoos. Ask them if they think they are a good thing or bad and why. Ask them to consider the benefits to animals of being in a zoo and being free in the wild.

D

- Ask students to remain with their partner and decide who is going to be Student A and who Student B.
- Tell them that Student A answers Task 1 and Student B Task 2.
- Remind them they only have 30 seconds each to talk about their question.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation that you hear.
- Ask some pairs to answer the questions in front of the class. Ask the other students if they have anything else to add.

Useful Expressions

- Read the *Useful Expressions* to the students and explain that we use these structures in order to introduce our opinion about something.
- Ask students to practise using these structures when they are answering the questions in the *Exam Task*.

E

- Ask students to read the instructions and remind them that this type of speaking task is not a discussion and that students are asked to take turns at talking about two photographs and then to answer a question about their partner's photographs.

- Ask students to do the task in pairs and to decide who will be Student A and who will be Student B. Ask each student to read the instructions for their part of the task. Give each pair enough time to complete the task. Then repeat for the second set of pictures.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation that you hear.
- Ask some pairs to answer the questions in front of the class. Ask the other students if they have anything else to add.
- Write any structural mistakes that students made on the board without saying who made them, and ask them to correct them. Deal with any problems in pronunciation that came up.

Grammar

- Before students open their books, elicit how regular adverbs are formed from adjectives (*by adding -ly to the end of an adjective and making any spelling changes necessary*) and what irregular adverbs students can remember (eg *fast, hard, good, bad*).

A

- Ask students to read sentences 1-4 and to underline the adjective or adverb in each one and see what they describe and whether they come before or after the words they describe. Elicit the adjectives (*largest, worse*) and that they describe nouns which come after them. Then elicit the adverbs (*frequently, faster*) and that they describe verbs which come before them.
- Ask students to read the questions a-b. Point out that there are two answers for each question. Tell them to think about whether two or more things are being compared in each sentence and to find a word in two of the sentences that we usually use in comparative structures (*than*) and another word in the other two sentences that we usually use with the superlative (*the*).
- Ask students to do the task in pairs to encourage discussion. Check their answers as a class.

Answers

- a 2, 4
b 1, 3

B

- Ask students to read the sentences 1-3 and explain that these show other comparative structures. Elicit which sentences have adjectives (1, 3) and which has an adverb (2).
- Ask students to read the questions a-c. Make sure they understand that these questions are related to the meaning of each sentence.
- Ask students to do the task in pairs to encourage discussion. Check their answers as a class.

Answers

- a Julia
- b the same
- c The warm weather affects how Sam feels.

C

- Ask students to read through the rules from start to finish once and to look back at the example sentences in B to see which words come before or after the adjectives or adverbs in each one.
- Ask students to do the task individually, but check as a class.

Answers

Answers in order of appearance: as, as, not, the, the

D

- Ask students to read sentences 1-2 and to pay attention to how the words in bold affect the meaning. Tell them to think about whether too or enough tell us about a word that is before or after them and what kind of word this is (*Too tells us about an adjective that comes after it, enough tells us about an adjective that comes before it.*)
- Ask students to do the task in pairs to encourage discussion. Check their answers as a class.

Answers

- a too
- b enough

E

- Ask students to read sentences 1-3 and remind them that the words in bold give emphasis to the meaning. Tell them to pay attention to what kind of words come after the words in bold.
- Ask students to do the task in pairs to encourage discussion. Check their answers as a class.

Answers

- a adjective/adverb
- b (article/adjective) + noun

Now read the Grammar Reference on pages 170 & 171 (7.6 to 7.8) with your students.

Teaching Tip

Remind students that adjectives and adverbs in English have no plural form so they remain the same whether the nouns and verbs are in singular or plural forms.

F

- Ask students to look at the photo and the caption on the left. Ask them to read the sentences 1-10 quickly to see which sentences could be about this disaster (4, 6, 8). Elicit what they know about this disaster and what happened (*there was a 9.0 magnitude earthquake followed by many aftershocks and a tsunami*).
- Remind students that they should read both sentences carefully and underline the information in the original sentence that is missing in the sentence they have to complete.

- Remind them that they have to use the word in bold and not to change it in any way. Tell them to look back at the examples in the Grammar Reference on pages 170 & 171 if they need help here.
- Ask students to do the task individually, but check as a class.

Answers

- 1 are more common than
- 2 as heavily as
- 3 it gets, the more
- 4 such a strong hurricane
- 5 the most friendly people
- 6 too windy for the helicopter
- 7 highest number/incidences
- 8 working fast enough
- 9 are worse than
- 10 so relieved to hear

Background Information

On March 11, 2011, at 2.46 p.m., an earthquake measuring 9.0 on the Richter Scale struck 231 miles northeast of Tokyo, Japan. The Pacific Tsunami Warning Centre issued a tsunami warning for the Pacific Ocean from Japan to the U.S. About an hour after the quake, waves up to 30 feet high hit the Japanese coast, sweeping away cars, destroying buildings and severing roads and highways. The confirmed number of deaths is 15,884. The Japanese government declared a state of emergency at the nuclear power plant near Sendai, forcing 60-70,000 people to leave their homes due to radioactivity.

Extra Class Activity

Ask students to make as many sentences as they can to compare different types of natural disasters. Tell them to use the different comparative structures in the Grammar box on page 90 of the Student's Book and also *too*, *enough*, *so* and *such*.

Use your English

A

- Ask students to read the sentences 1-8. Read the words in bold to students, and explain that are expressions containing words related to the natural world, and ask students to repeat them. Correct their pronunciation where necessary.
- Remind students that we often use expressions like these in conversation or informal writing. Remind them to consider the meaning of the phrase and not just focus on the meaning of the individual words. Ask them to read the meanings a-h on their own and explain anything they don't understand.
- Ask students to do the task individually, but check the answers as a class.

Answers

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

Teaching Tip

Encourage students to write their own example sentences with these expressions to remember their meanings more easily. Also, encourage them to think about their literal meaning and how this is related to the way each expression is used.

B

- Ask students to read the instructions and check that they understand what they have to do. Remind them they have to use the correct form of the expressions in A.
- Explain to students that they should read through all the sentences 1-8 quickly before writing any answers. Ask them to focus on the meanings of the expressions in A to choose the one that fits the meaning each sentence best.
- Ask students to do the task individually, but check as a class.

Answers

- 1 throw caution to the wind
- 2 down to earth
- 3 as fast as lightning
- 4 ray of sunshine
- 5 in deep water
- 6 goes down a storm
- 7 feel under the weather
- 8 head in the clouds

C

- Explain to students that this is an article about a kind of volcano. Ask them to look at the photo and to read the caption to see where there is a volcano of this kind. Ask students if they have heard of Yellowstone National Park and elicit where it is and anything they know about it.
- Remind students that they should read the whole article before completing any answers first to understand the context. Tell them to pay attention to the words before and after the gaps to see which preposition fits better. Remind students to read back through their answers once they have finished to make sure they make sense.
- Ask students to do the task individually, but check the answers as a class.
- If students seem interested, give them further information using the Background Information box.

Answers

- | | |
|--------|--------|
| 1 on | 5 by |
| 2 of | 6 down |
| 3 from | 7 of |
| 4 on | 8 by |

Background Information

Yellowstone National Park is situated in Wyoming, Montana and Idaho, USA. It covers an area of almost 9,000 square kilometres. It was declared a national park in March 1872 by the US president, Ulysses S. Grant, and was actually the world's first national park. The park is famous for its wildlife and its geological features which include an active volcano with one of the world's largest calderas, hundreds of waterfalls, and at least 300 active geysers. Geysers are hot springs where the water is thrown up into the air because of pressure from volcanic activity. It is estimated that over half of the world's geysers are located in Yellowstone. Visitors come to watch the geysers and some geysers erupt so regularly that we can predict what time they will do this at.

Writing: a story (2)

- Ask students to read the *Learning Focus* on sequencing events in stories. Explain that using certain phrases and time expressions helps the reader understand the order in which things happened in a story.
- Elicit time expressions that students know which are used to show when events happen. Write their answers on the board and then ask them in which part of a story they might use each of the expressions.

A

- Ask students to read phrases 1-5 on their own. Explain that these are phrases that can be used to sequence events in a story.
- Explain that phrases a-e can also be used to sequence events and they have almost the same meanings as the phrases 1-5. Ask students to match each phrase 1-5 with the similar meaning from a-e.
- Ask students to work in pairs to encourage discussion, but check the answers as a class.

Answers

1c 2d 3e 4b 5a

B

- Ask students to read the instructions and the writing task and make sure they understand what they have to do. Tell students to underline the words in the task to justify their answers.
- Ask students to do the task individually, but check as a class.

Answers

Students should tick the following:

- 1 (Write a story ... He)
- 4 (that begins with these words)

Teaching Tip

Elicit why the other options in task B are not correct.

Suggested answers:

- 2 The story should be about why he wants to get off the boat not about the boat itself.
- 3 The phrase *He couldn't wait* means he was looking forward to something.

C

- Ask students to look at the photograph at the top of the page and elicit what this shows (*a volcano erupting*). Ask them to guess how this might be related to the example story they are about to read.
- Before students do the task, ask them to read the text quickly to understand what it is about. Ask them if they had guessed right about the connection between the photo and the model story.
- Explain that the task is based on phrases for sequencing events and they should look back at the *Learning Focus* and task A if necessary. Tell them to pay attention to which part of the story the phrase appears in, and whether the phrase fits grammatically with the words that come after it.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|-------------|
| 1 At first | 4 Just then |
| 2 Ten minutes | 5 At last |
| 3 Before long | |

D

- Ask students to read the instructions and make sure they understand what they have to do. Tell students to underline the words in task C which show whether each of the sentences 1-5 is true or false to justify their answers.
- Ask students to do the task individually, but check as a class.

Answers

- 1 T (*a lifetime of waiting*)
- 2 T (*Simon hadn't been able to make out ... he realised it was the volcano*)
- 3 F (*the strange atmosphere*)
- 4 F (*The volcano's landscape fascinated him*)
- 5 T (*Past Simple – eg was, docked, went, stood; Past Continuous – was looking at, was rising, was setting; Past Perfect Simple – hadn't been able to, had ever seen*)

E

- Remind students that before they begin, they should plan their work carefully. Ask them to look back at the example story on page 92. Ask students to number the paragraphs 1-5. Then ask them to scan each paragraph to underline the key information it includes. Remind them that each paragraph deals with separate information to make the writing clearer for the reader to follow.

- Make sure students understand that they should write the paragraph number in the boxes provided depending on the information in the story. Encourage them to look at the key points they have underlined in the paragraphs.
- Ask students to do the task individually, but check as a class.

Answers

a2 b5 c4 d1 e3

F

- Ask students to read the information in the *Exam Close-up*. Ask them to look back at the example story and to underline any phrases they can find which describes how someone looks at something (*make out, glanced, caught a glimpse*). Explain that in the *Useful Expressions*, they will learn various words that can replace the verbs look and walk to give more exact meanings.
- Read the *Useful Expressions* to the students and ask them to repeat them after you. Correct their pronunciation where necessary.
- Ask students to look at the list of phrases that show ways of looking at things. Elicit which phrases are about looking quickly at something (*glance at, catch a glimpse of, notice*), watching something for a long time (*observe, gaze at, stare at*), admiring something (*gaze at*), looking angrily (*glare at*), seeing something/someone you know (*make out, recognise*), and which could be a rude way of looking at someone (*stare at*).
- Ask students to look at the verbs which show ways of walking and elicit which verbs describe walking happily (*skip*), very slowly and quietly (*creep*), slowly (*stroll, wander*), painfully (*limp*), and quickly (*march*).
- Point out that they can use some of these words and phrases like these in their own story.
- Ask students to read the instructions and make sure they understand what they have to do.
- Ask students to do the task individually, but check as a class.

Answers

- | | |
|---------------|-----------------|
| 1 stare/glare | 4 catch, eye |
| 2 make, out | 5 stroll/wander |
| 3 limp | 6 recognise |

G

- Ask students to read the instructions and to underline two things they are advised to do (*make a paragraph plan, use the phrases to show the order of events*).
- Now ask them to read the task they will have to do. Remind them to underline key words and phrases in the task. Then ask them the following questions:
 - Which word shows who the main characters will be? (*They*)
 - Where are they at the start of the story? (*in a high place*)
 - How should you begin their story? (*with the exact words given*)
 - Which verb tenses should you use? (*narrative tenses, eg Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous*)

7 Wild World

- If time allows, ask students to make a plan for their story in class, but set the *Exam Task* for homework. Remind students to use phrases to sequence the events and to use some of the *Useful Expressions*. Encourage them to use some comparative structures and *too, enough, so* or *such* in their stories.
- Remind students to use the Writing Reference and checklist for stories on page 181 when writing their stories.

Suggested answer

Plan

Paragraph 1: Begin with the sentence given and introduce the main characters.

Paragraph 2: Set the scene and describe background details.

Paragraph 3: Describe how they got to the place where they were.

Paragraph 4: Add a twist in the story.

Paragraph 5: Bring the story to an end.

Suggested answer

They all felt as if they were standing on top of the world. After several hours' hard climbing, they had made it! At first, Karen and her friends didn't know where to look, everything below looked so small and far away.

Karen and her two best mates had been dreaming of this day for a very long time. They had prepared by going for long walks to build up their strength until they had felt they were fit enough to make the climb. They had begun the climb at nine that rainy morning. Before long, the sun had come out and they had become very warm in their woollen sweaters. The climb was exhausting, but wonderful. The closer they got to the top, the more excited they felt.

Just then, Karen stopped and glanced up. She noticed a bald eagle soaring through the air. She held her breath and gazed at it in wonder.

At last they arrived at the top. The sun was shining brightly, Karen and her friends had reached their goal, and it was the most amazing experience of their lives!

7 Tornado Chase

General Note

The National Geographic videos can be used as an interesting way to introduce your students to other cultures. They are authentic National Geographic videos, and it is not necessary for students to understand everything they hear to benefit from them. The videos have the option to play English subtitles so that students can read on screen exactly what is said on the documentary. This feature may help students with some of the tasks in the worksheets. The videos are also a good way to encourage your students to watch TV programmes and films in English so that they can get used to the sound of the language. The more students are exposed to English, the easier it will be for them to pick up the language.

Before you watch

A

- Explain to students that in this lesson they are going to watch a video about people who chase tornadoes. Elicit what students know about tornadoes and ask students if they have ever seen one.
- Read the words 1-8 to the students and ask them to repeat them. Correct their pronunciation where necessary. Elicit which of these words are things (1, 2, 3, 4, 6, 7), which is a person (5), and which is a place (8). Point out that forecast can also be a noun, but it is used as a verb here. Ask them to read the meanings a-h on their own and answer any questions they have about them.
- Ask students to do the task in pairs to encourage discussion, but check the answers as a class. Explain any words the students still don't understand.

Answers

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

While you watch

B

- Explain to students that they are now going to watch the video. Ask them to read the sentences 1-8 and explain anything they don't understand.
- Ask them to think about which answers may be true and which ones may be false before watching.
- Play the video all the way through without stopping and ask students to write the answers. Ask students to compare their answers with a partner's and to justify any answers they have that are different. If necessary, play the video a second time with the English subtitles playing so that students can check their answers.
- Check the answers as a class.

Answers

- 1 F (*up to 300 miles an hour*) (00.03)
- 2 T (01.04)
- 3 F (*I don't get a chance ... to appreciate its beauty*) (01.42)
- 4 T (02.48 & 03.06)
- 5 F (*1,000*) (04.21)
- 6 F (*less than 10 seconds*) (06.44)
- 7 T (07.37)
- 8 F (*surprising new data ... barometric pressures drops far lower*) (08.14)

After you watch

C

- Explain to students that this is a summary of the information they heard on the video. Ask them to look at the photo on the right and to read the caption. Ask them to describe what is happening in the photo.
- Read the words in the yellow box to the students and ask them to repeat them. Correct their pronunciation where necessary. Ask students to write *V, N, Adj* or *Adv* beside each of the words depending on whether it is a verb, a noun, an adjective or an adverb.
- Remind students that they should read the whole summary before writing any answers first to work out which part of speech is missing in each gap.
- Tell students to read back through the text once they have finished to check their answers.
- Ask students to do the task individually, but check the answers as a class.

Answers

- | | |
|------------|--------------|
| 1 directly | 5 oncoming |
| 2 warning | 6 functional |
| 3 rapidly | 7 results |
| 4 attempt | 8 determined |

Idea Focus

- Ask students to read the instructions and make sure they understand what they have to do. Then ask them to read the three questions and answer any queries they might have.
- Ask students to work in pairs and explain that they should both give their opinions on all questions.
- Go round the class monitoring students to make sure they are carrying out the task properly. Don't correct any mistakes at this stage, but make a note of any mistakes in structure and pronunciation.
- Ask each pair to answer one of the questions and repeat until each pair has had a turn.
- Write the kinds of extreme weather they mention on the board as they give answers. Encourage students to discuss the points raised as a class.

Answers

Students' own answers