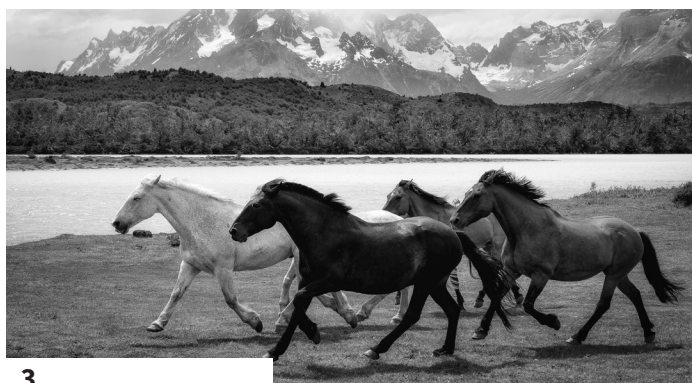




1 _____



2 _____



3 _____



4 _____

- 1 Write the names of the animals under each picture.

bats butterflies horses rabbits

- 2 Listen to a guide speaking at the start of a walk in the countryside. Tick the things he talks about.

- A the weather
- B clothes
- C taking photos
- D different animals
- E plans for the afternoon

- 3 Listen again and answer the questions. You don't need to write whole sentences.

- 1 What is the weather like?
- 2 Why does everyone need good shoes?
- 3 Where will the group go after the fields and the forest?
- 4 Why is the countryside especially beautiful at this time of year?
- 5 Why must they be careful when they see horses?
- 6 Why won't they see bats on this walk?

- 4 Discuss the questions in pairs.

In what season do you think this walk takes place?
In what country do you think it takes place?

- 5 You are going to take a group of people on a walk near your home. In groups, plan where you will take the people and what you will see. Then describe the walk to the class.

So, Luis told us about his home near the sea, and we planned this walk. We'll start in a forest one kilometre from the beach ...



1 Exercise 1

Hand out the worksheet and let students look at the photos of the animals. *Bats* and *butterflies* are B1 vocabulary so are probably new words. Ask them to label the pictures in pairs. Check the answers with the whole class.

Answers

- 1 rabbits
- 2 bats
- 3 horses
- 4 butterflies

2 Exercise 2

Tell the class they will hear a guide talking to a group of people who are going for a walk in the countryside. Let them look at the list of things he may mention and then play the audio. Students should tick as they listen. Let them compare answers with a partner, and then check the answers with the whole class.

Answers

- the weather (A)
clothes (B)
different animals (D)

Guide: Bats!? Well, no. There *are* bats here but you need to come in the evening to see them. In fact, evening is the best time to see a lot of animals. But now it's 9:30 in the morning – so time to get started ...

3 Exercise 3

Let the students read through the questions and tell them that they will listen again and can write answers in note form. Then play the audio again. Let the students compare answers in pairs and then check the answers with the whole class.

Answers

- 1 beautiful, sunny
- 2 They're going to walk quite a long way.
- 3 up a/the hill
- 4 There are a lot of wonderful colours.
- 5 They are wild (and not always friendly).
- 6 You can only see them in the evening. (It's 9:30 in the morning now.)

4 Exercise 4

This should be a brief discussion in pairs to help students think a little more about the audio. It asks them to make deductions rather than understand things that have been said explicitly. Let students talk to each other and then discuss as a class.

Possible answers

It's probably late spring as there are flowers and butterflies. It's probably not summer because the walkers need a jacket.

It must be a country with different seasons, and a country where a 'beautiful sunny day' can still be quite cold. It's probably a country in Northern Europe.

Transcript

Guide: OK, everyone is here now. Thank you for joining me on this beautiful sunny day. I hope you've all got comfortable shoes and a good jacket on as we're going to walk quite a long way and we'll be outside for the whole morning. First, we'll walk through the fields by the river, then through the forest and finally up that hill. From the hill we'll have a great view of the countryside all around us.

As you can see, there are a lot of wonderful colours in the countryside at this time of year. We'll see all kinds of different flowers and butterflies. We'll also see wild horses. Now be careful: these horses really *are* wild. They're not always friendly, so don't go too close, OK? What else? We'll see rabbits, and many different kinds of bird, and when we get to the forest there'll be ...

Girl: Will we see bats?

**5 Exercise 5**

Ask students to work in groups of around four. Depending on whether they all come from the same place or not, ask them to agree on an interesting local landscape or to decide which group member lives in a place that would be good for a guided walk. They should then talk about the landscape and animals in that place, and plan a walk. Allow them to look up the names of animals, if necessary. When they describe the walk, they may need to explain to the class what some animals are. Depending on classroom policy, you could let them find photos on a phone or computer, or just ask them to draw simple pictures.

Sample answer

So, Luis told us about his home near the sea, and we planned this walk. We'll start in a forest one kilometre from the beach and we'll see a lot of beautiful trees and some birds. Then we'll go down a hill to the water. We'll walk along the beach and we'll see other birds. In the water we'll be able to see some fish and at the end of the beach, there are pools with crabs. Do you know what crabs are? Here's a picture! This will be a really fun walk.